



Proposed Opening: September 2018, CSD 6

Proposal to the New York State Education Department

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Table 1: Applicant Group Information

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I. Mission, Key Design Elements, Enrollment, and Community

A. Mission Statement and Objectives:

Mission Statement: The Washington Heights and Inwood Music Community Charter School (“WHIN Music Charter School” or “WHIN”) will provide our diverse student population with a rigorous academic instruction, intensive music education and a positive learning environment so that *every* student can thrive academically and personally.

Vision: WHIN will provide a rigorous educational program incorporating a music infused curriculum, enriched by intensive daily music instruction. Our program allows innovative teaching methods, imbues students with a love of music and learning, and facilitates the development of our community of students and parents through music, academic, and social inclusion. Along with a common core aligned curriculum, WHIN offers a music-centered interdisciplinary curriculum enriched by El Sistema music instruction. These are proven strategies that provide students with executive function and self-regulation skills (based on three types of brain function: working memory, mental flexibility, and self-control)¹, which have been identified as essential for improving academic achievement, developing positive behaviors, and building community. Our educational model is based on:

- 1) The success of The Conservatory Lab Charter School, an elementary school in Boston, providing “an opportunity for inner city school children to reach the highest standards of academic achievement”² through the implementation of a music-centered curriculum and intensive El Sistema instrumental program;
- 2) The documented individual and social benefits, especially for low-income communities, of the internationally renowned El Sistema music program³, a 40-year-old social intervention program that has shown a strong correlation between the intensive ensemble orchestral and choral instruction and development of executive functioning and social skills; and
- 3) The community support for WHIN Music Project which serves over 200 students per week through after-school, in-school and weekend orchestral and choral programs in the underserved communities of Washington Heights and Inwood.⁴

Objectives: These building blocks will ensure that WHIN Music Community Charter School creates an innovative educational opportunity for the children of CSD6 that will meet all six objectives of the New York Charter Act:

1) Improve Learning and Teaching: WHIN will improve learning and teaching in CSD 6 by developing a school modeled on the Conservatory Lab Charter School. Since the implementation of a combined Expeditionary Learning (EL) and El Sistema program four years ago, Conservatory Lab’s student test scores have more than doubled; they are now at or above Massachusetts state level in all areas, and significantly above the state average for students receiving free or reduced price lunch⁵. Borrowing from Conservatory Lab’s best practices, WHIN will carefully structure the Common Core-aligned curriculum based on Expeditionary Learning principles to make teaching and learning active and engaging. This in turn will “make the content of lessons come alive, ensure that all students think and

¹ *Executive Function: Skills for Life and Learning*, Center on the Developing Child, Harvard University

² *Application for Renewal of A Public Charter School. Conservatory Lab Charter School, 2013.*

³ Cuesta, J. (2008), *Music to My Ears: The (Many) Socio-Economic Benefits of Music Training Programs*, Inter-American Development Bank.

⁴ David Gracia, lead applicant of this proposal, is the founder/director of the WHIN Music Project. Although WHIN Music Charter School is inspired by the work of WHIN Music Project in CSD6, they are two independently run organizations abiding by their own by-laws and codes of ethics.

⁵ *Application for Renewal of A Public Charter School. Conservatory Lab Charter School, 2013.*

participate, and allow the teacher to know all students and their thinking well.”⁶ Rigorous professional development (PD) led by instructional leaders will give teachers the support they need to provide differentiated instruction based upon each student’s unique learning style and needs. Moreover, a growing body of research shows that the interdisciplinary use of music provides multiple benefits for teachers, including higher motivation (“bring joy into the classroom”)⁷, development of their pedagogic practice⁸, and increased interest in music as a learning tool. These benefits will attract high-quality educators and teaching artists to WHIN.

2) Increase Learning Opportunities for All Students: Our co-teaching model will facilitate one-on-one and small group interactions to address students’ individual needs. Through a multileveled approach engaging students, teachers and parents, WHIN will create a supportive community environment ensuring all students have equal access to our academic and music curricula. In our commitment to helping all students achieve, including students with disabilities (SWD), English Language Learners (ELL) and students eligible for free/reduced lunch (FRPL), WHIN will implement a Response to Intervention (RtI) system that will facilitate assessment, tracking, and academic/behavioral interventions to help these students reach their personal learning benchmarks. Our Dean of Special Education and learning specialists (literacy, math and ESL) will also work collaboratively with classroom teachers to differentiate instruction and provide the educational interventions outlined in students’ Individualized Educational Plans (IEPs). Finally, the Child Study Team (CST) will meet once a week to ensure that WHIN meets the needs of students who are at the greatest risk of failure.

3) Use of Different and Innovative Teaching Methods: WHIN will provide a rigorous, project-based academic curriculum aligned with the Common Core Learning Standards (CCLS), and enhanced by our music-infused curriculum and El Sistema music education model. Our music-infused curriculum is based on Conservatory Lab’s “Learning Through Music” model (LTM), a flexible, interdisciplinary approach that fosters frequent music infusion (where music is used in some lesson plans to explain or reinforce specific academic content, principally in science and social studies). Conservatory Lab’s successful implementation of the LTM model is in line with evidence-based studies that show how the interdisciplinary use of music and academic subjects fosters “the interrelationship and transfer of content between them,” allowing for students’ deeper understanding and faster mastery of skills.⁹ Moreover, learning “an instrument requires discipline, attention, memory, and good listening skills” (see section II.B),” and “[a]ll of these habits of mind, if learned, could in principle transfer to other areas.”¹⁰

4) Creating New Professional Opportunities for Educators: Our El Sistema, our co-teaching model, and EL will provide new and exciting professional opportunities for educators. To help support educators, enhanced teaching and learning is the foundation of our professional development plan and will be conducted in a Professional Learning Community (PLC)¹¹ style following all mandated state requirements for teaching staff holding a professional certificate. Teacher observation and personal learning goals will inform which

⁶ *Expeditionary Learning. Core Practices. A vision for improving schools.*

⁷ Lorimer, M.R., *Using Interdisciplinary Arts Education to Enhance Learning*, Arts Education for the Whole Child.

⁸ Serrano Pastor, Rosa M. (2013), *Interdisciplinary Education Through Music*, Human and Social Sciences at the Common Conference.

⁹ Serrano Pastor, (2013).

¹⁰ Winner, E.T. Goldstein and S. Vincent-Lancrin (2013), *Art for Art’s Sake? The Impact of Arts Education*, Educational Research and Innovation, OECD Publishing.

¹¹ Eaker, R., DuFour, R., & DuFour, R. (2002). *Getting started: Reculturing schools to become professional learning communities*. Bloomington, IN: National Educational Service.

PLC's a teacher joins each year. Please see section IIIE: Professional Development for a full description.

5) Expanded Choices in the Types of Educational Opportunities: Washington Heights and Inwood (CSD6) are diverse and vibrant communities, where 85% of students are economically disadvantaged, 19% are students with disabilities, and 31% have limited English proficiency. WHIN will provide a unique educational opportunity for the children of CSD 6 by serving a representative cross-section of the community. Our school will be the first school in New York City, and the second school in the country, to use a music-centered academic curriculum in combination with an El Sistema music program during the school day. El Sistema has provided ensemble-based musical training for four decades to over two million Venezuelan children and youth (ages 3 to 19)¹², and is being successfully replicated in over 30 countries. The United States alone has over 60 El Sistema-inspired programs. Conservatory Lab's success has shown that weaving music into other content areas can "enhance student learning in authentic and meaningful ways."¹³ To help maintain a diverse student population, WHIN will **Use a Weighted Lottery Generator** with guidance and permission from NYSED Charter School Office as has been done at schools across the city including The Children's School (PS 372), Compass Charter School, and the Castle Bridge School (PS 513).

6) Change from Rule-Based to Performance-Based Accountability Systems: Our school will be accountable for providing quality instruction through a wide range of assessment systems, such as New York State ELA, Math, and Science tests, the Fountas & Pinnell Reading Benchmark system, Preventing Academic Failure (PAF) assessments, in-house assessments and rubrics for math and expeditions in Science and Social Studies, and other assessments. This data will be used to improve instructional practices, inform curricular activities and provide PD.

I. B. Key Design Elements

WHIN will be the first El Sistema Charter School in New York City and ensure every student's success by implementing the following five (5) key design elements:

1. Rigorous, inquiry-driven, project-based academic curriculum aligned with the CCLS: Project-based learning and inquiry are effective learning strategies that allow students to deepen their knowledge and develop their skills while producing high-quality work and developing a life-long passion for knowledge and discovery. For this reason, our teachers will use the inquiry- and project-based Expeditionary Learning (EL) framework, a research-based model for teaching and learning, to "challenge students to think critically and take active roles in their classrooms and communities." Implementing EL will "result in higher achievement and greater engagement in school" and "provide students the academic and character-building skills they need to reach their potential as learners and leaders."¹⁴ Furthermore, due to both EL's success in schools with populations similar to that of CSD6,¹⁵ and Conservatory Lab's success¹⁶ in integrating EL with El Sistema (in 2013, the school achieved a top level 1 ranking on Massachusetts's 1 to 5 scale while serving a population of 64% low-income students and 17% ELLs), WHIN will combine EL with LTM. Both learning strategies will help develop

¹² Cuesta, J. (2008)

¹³ Lorimer, M.R., *Using Interdisciplinary Arts Education to Enhance Learning*, Arts Education for the Whole Child.

¹⁴ http://elschools.org/sites/default/files/Brochure_EL_2011.pdf

¹⁵ Expeditionary Learning (EL) programs have been shown to "close gaps in English language arts for African-American, Hispanic, and low-income students and English language learners in [Rochester and New York City]." UMass Donahue Institute (2011). *Expeditionary Learning: Analysis of Impact on Achievement Gaps*. Shrewsbury, MA.

¹⁶ See the following for more information: <http://conservatorylab.org/wp-content/uploads/Annual-Report-2013-14.pdf>

students' curiosity and passion for learning, while cultivating their non-cognitive and socio-emotional faculties for high academic achievement.

Common Core-aligned Language Arts program: Lucy Calkins' Reading Workshop and Writers Workshop models will be the foundation to ensure all students' development of literacy skills adequately aligned with the CCLS. The reading program will dedicate plenty of time for reading self-selected, properly leveled texts (using Fountas and Pinnell). The writing program will foster a love of writing through daily writing tasks integrated with the rest of the curriculum. The multi-sensory Preventing Academic Failure program will be used as a beginning reading program to teach phonological awareness, phonics, decoding, and spelling, ensuring support for the needs of struggling students.

Common Core-aligned Mathematics program: Singapore Math in combination with project-based and inquiry-based approaches that emphasize problem solving in the context of real world situations will be the foundation of our Math program and allow WHIN students to build strong foundations in mathematical concepts and skills. The use of interactive learning materials and hands-on manipulatives will allow authentic, deep learning, which will lead students to become passionate about mathematical thinking. WHIN will use CCLS-aligned materials from the National Council of Teachers of Mathematics and TERC Investigations.

Common Core-aligned Science and Social Studies: WHIN will nurture and sustain students' natural curiosity by engaging them in EL's project-based units of study ("expeditions") that integrate Social Studies, Science, and Music based on the LTM model. Students will learn to conduct real-world research through fieldwork, observations, experiments, data collection, and interviewing. Each year, students will participate in three different expeditions.

Professional Development (PD): WHIN will strive to develop a professional learning community where administrators, instructional leaders and teaching staff will support each other while using our innovative teaching methods to improve the teaching and learning cycle. The Executive Director (ED) and Directors of Curriculum and Instruction (DCIs) will partner with teachers to select PLC's as well as supervise and coach teachers on individual goals. Teachers will also receive regular informal feedback from the Dean of Special Programs (DSP) and the Dean of Music (DoM) about their instruction. Summer Teacher Retreat will build a professional community, create PD opportunities, and support lesson planning time.

2. Music-infused curriculum and El Sistema music education are evidence-based models to achieve improved academic and social outcomes and build community for all learners:

Music-infused curriculum: WHIN will integrate music with other academic content areas (especially Science and Social Studies) using the Learning Through Music (LTM) Five Processes Framework—Questioning, Listening, Creating, Performing, and Reflecting.¹⁷ LTM is a proven and effective model for students to develop deeper understanding of academic content and improve their critical-thinking and problem-solving skills. Based on the LTM model, WHIN will develop a project and performance based learning environment, with clear standards for measuring outcomes.

El Sistema music education: Emulating pioneering work at Conservatory Lab, our teaching artists will offer two hours of daily music instruction based on the El Sistema model, whose

¹⁷ Scripp, L (2007). A music in education research case study: the conservatory lab charter school- NEC research center learning through music partnership (1999-2003). *Journal for Music in Education*.
http://www.academia.edu/707572/THE_CONSERVATORY_LAB_CHARTER_SCHOOL_NEC_RESEARCH_CENTER_LEARNING_THROUGH_MUSICPARTNERSHIP_1999-2003_

inclusive philosophies and individual/social benefits for its participants¹⁸ are essential to our school design, and will expand educational opportunities in CSD6.

El Sistema has created great musicians and dramatically changed the life trajectory of hundreds of thousands of economically disadvantaged children. It offers intensive music instruction to children, emphasizing meaningful ensemble participation from the earliest stages. El Sistema is based on group learning, peer teaching, and a commitment to keeping the joy and fun in learning music and music making. While the backbone of El Sistema training is preparation for participation in orchestral ensembles, students are also exposed to choral singing, folk music, jazz, special needs programs, and various other ensembles, promoting multicultural appreciation and a celebration of diversity. El Sistema's primary focus is creating a daily haven of safety, joy, and fun that builds every child's self-esteem and sense of value through the shared project of ensemble performance. Peer mentoring and parent involvement are essential elements of El Sistema's success, creating a community that supports children and musical culture.

A 2008 Inter-American Development Bank study shows that El Sistema students have an 8% higher class attendance rate and 20% lower school dropout rate both in primary and secondary education.¹⁹ A Glasgow Cere for Population Health study of the El Sistema-inspired program Big Noise found "strong evidence indicating that children who participate in the Big Noise orchestra demonstrate improved language and other skills, such as creativity, adaptability, problem-solving, decision-making, team working, collaboration, cooperation and self-discipline and control," which are strong predictors of academic achievement.²⁰ Another study by El Sistema Colorado has shown promising academic results for students in their after-school program after just one year of intensive music instruction: "reading proficien[cy] levels for El Sistema Colorado students (3rd and 4th grades) are 7.1 to 11.2 percentage points higher than levels for non-El Sistema Colorado students in their grades." Students in this program also showed improvements ranging from 5 to 12 percentage points for Self Discipline and 11 to 14 percent for Self Control.²¹

Building community through music: In alignment with El Sistema principles, students will perform at least 5 times per year for their peers, parents and community. These performances will give students the opportunity to cultivate their self-esteem, strengthen bonds with each other, and contribute positively to their community's cultural life.

3. Strategic use of time and scheduling:

Extended Day: The extended school day will run from 8:00 am to 4:30 pm four days a week.²² This extended day will ensure all students receive more instructional time (with more integration between content areas) and daily music instruction. Early release on Fridays (2PM) will ensure teachers receive PD in their carefully selected Personal Learning Communities.

Extra Literacy and Math instruction: Students in the early grades will receive extra time on Literacy and Math to ensure *every* student masters fundamental literacy and numeracy skills before advancing into upper elementary grades.

¹⁸ Cuesta, José (2008), *Music to My Ears*. For more information about El Sistema, please see the founder Abreu's TED talk about El Sistema http://www.ted.com/talks/jose_abreu_on_kids_transformed_by_music.

¹⁹ Cuesta, 2008.

²⁰ http://www.gcph.co.uk/assets/0000/5059/Sistema_summary_updated.pdf

²¹ <http://www.elsistemacolorado.org/our-program/accomplishments/>

²² In the LOI, our extended day was from 8AM-4:30PM. WHIN has added 15 minutes to increase the RtI blocks to ensure our students receive the differentiated instruction they need.

Looping: Students will loop with their classmates and teachers for two school years (K-1, 2-3, 4-5). Looping's benefits include positive relationships, more time for teaching and learning, behavioral improvements, conflict resolution, grade promotions, and student confidence.²³

4. Student empowerment through fully inclusionary model and use of Responsive Classroom to fully serve the needs of all students:

As a *Child-Centered School*, our main goal will be to ensure each student is safe, succeeds and develops his/her academic, musical, emotional and social skills, so he/she can become a leader in his/her community, a role model for others, and a positive contributor and citizen. To achieve this goal, WHIN will use the following strategies:

Co-Teaching model: All classes will be staffed with two certified teachers, including at least one with SPED and/or ESL certification. Co-teaching will allow for smaller teacher-student ratios and for teachers to better meet the individualized needs of special education, general education, and ELL students. Co-teaching will allow the flexibility of different teaching models.²⁴ The benefits of Co-Teaching are improvements in professional growth, instruction, differentiation, student access to teachers, behavior management, student engagement, time on task, students' sense of belonging, acceptance of diversity, and higher expectations.²⁵

Inclusionary Model of Instruction: We will ensure that ELLs, students with special needs and FRPL students have equal access to the curriculum and quality instruction. Our school will have *School-Wide Sheltered English Instruction for ELLs* due to the high percentage of ELLs²⁶ (31% in CSD 6, see section I.D.). WHIN will have two certified ESL teachers beginning in the first year (one per grade), and all of our teachers will be trained in language acquisition techniques (drawn from both the SIOP and QTEL models)²⁷ to improve ELLs' achievement. Special Education teachers will follow a multi-tiered *Response to Intervention (RTI) model* that will be reinforced by related service providers (occupational, physical, and speech therapy services). Our combined push-in/pullout model ensures our students will receive the necessary services while having equal access to curriculum.

Responsive Classroom: At WHIN, the social-emotional development of students is just as important as their academic and musical development. Teachers will be trained in Responsive Classroom, a research-based teaching approach that gives teachers concrete practices for ensuring a high-quality education for every child every day.²⁸ These practices will help them actively teach students strategies for resolving conflicts and politely interacting with their peers²⁹ through formal (morning meetings) and informal practices (positive teacher language).

5. Evidenced success of the El Sistema Charter School Model:

WHIN is modeled after the highly successful Conservatory Lab Charter School in Boston, MA. A 2013 literature review of 277 El Sistema programs in 58 countries conducted by Sistema Global details the deep impact El Sistema has on a student's academic, musical,

²³ French, D., M. Atkinson and L. Rugen (2007). *Creating Small Schools: A Handbook for Raising Equity and Achievement*.

²⁴ Honigsfield, A and M G Dove (2015). *Collaboration and Co-Teaching for English Learners: A Leader's Guide*. Thousand Oaks, CA, Sage Publications, 65-66. Anderson, RB, R Isherwood, and J Merhaut (2013), *Strategic Co-Teaching in Your School: Using the Co-design Model*, Baltimore, MD, Brookes Publishing, 113.

²⁵ Benninghof, A. (2012). *Co-Teaching That Works: Structures & Strategies for Maximizing Student Learning*. San Fran, CA, Jossey Bass, 10-13.

²⁶ New York State Education Department (2014). NYC GEOG DIST # 6 - MANHATTAN Enrollment (2013 - 14).

<http://data.nysed.gov/enrollment.php?year=2014&instid=80000047032>

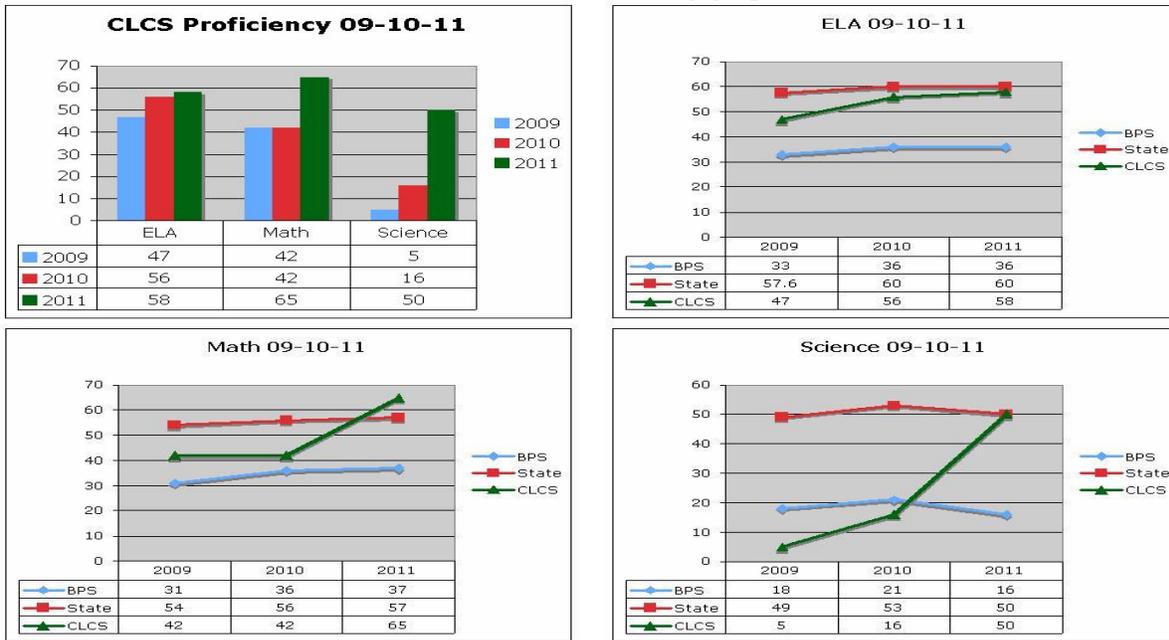
²⁷ Honigsfield, A and M G Dove (2015). *Collaboration and Co-Teaching for English Learners: A Leader's Guide*. Thousand Oaks, CA, Sage Publications.

²⁸ https://www.responsiveclassroom.org/sites/default/files/pdf_files/RC_approach_White_paper.pdf

²⁹ Rimm-Kaufman, S. E., Larsen, R. A. A., Baroody, A.E., Curby, T.W., Ko, M., Thomas, J.B., Meritt, E.G., Abry, T., & DeCoster, J. (2014).

Efficacy of the *Responsive Classroom* Approach: Results from a 3-Year, Longitudinal Randomized Controlled Trial. *American Educational Research Journal*, 51(3), 567-603

personal/social, and cognitive development. They state “The Boston Conservatory Lab Charter School partners with an external evaluator to administer five data-driven assessments of students in English language achievement and mathematics skills. Their findings demonstrate that, compared with data from the Boston Public Schools and from the State, the Conservatory Lab Charter School made greater increases in the percentage of students gaining proficiency (scoring in the proficient or advanced category) in each of the common school performance criteria (ELA, math, science).”³⁰ Data taken from Conservatory Lab Charter School website supports this by showing how their students compared to Boston and Massachusetts students in statewide tests in the following graphs.



For these reasons, we believe these five key design elements will afford *every* WHIN student improved learning and achievement, while meeting all requirements of the NYS Education Law 2850(2), and supported by the community as a significant educational benefit for CSD 6.

I. C. Enrollment, Recruitment, and Retention

Growth Plan:

Grades:	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Kindergarten	54	54	54	54	54
Grade 1	54	54	54	54	54
Grade 2		54	54	54	54
Grade 3			54	54	54
Grade 4				54	54
Grade 5					54
Total:	108	162	216	270	324

Rationale for the enrollment Plan: The WHIN founding team believes strongly in the power of small schools. Research shows that small schools can help create a sense of belonging to a

³⁰ Andrea Creech et al., *El Sistema and Sistema-Inspired Programmes: A Literature Review of research, evaluation, and critical debates*. (San Diego: Sistema Global, 2013) 63.

community which can lead to higher self-esteem and academic performance.³¹ Furthermore, students from low-income families perform better on standardized tests when in smaller schools.³² For these reasons, and to ensure quality, our co-teaching model will allow for 27 students to flourish naturally in each classroom. To fill any vacancies WHIN will use a wait list and, if necessary, an additional wave of recruiting efforts to **backfill any vacated seats**. With two certified teachers assigned per classroom (at least one of them will be an ESL or Special Ed. teacher), the student-teacher ratio will be 13.5 to 1. To enable individualized learning, promote a community atmosphere, and ensure all students have equal access to curriculum, there will be related service providers (occupational, physical and speech therapy services), whenever needed, that will supplement the push-in/pullout model (II.B.).

Recruitment: Building upon the social integration and community building work started by the WHIN Music Project, WHIN will implement a broad-reaching recruitment process to attract a diverse student population reflective of CSD 6. This includes families who may be less informed about available options, and our recruitment efforts will allow full accessibility for all eligible students. Our school will conduct a campaign to enroll students eligible for free/reduced lunch, with special needs, and who are English Language Learners. Building upon the rapport and trust WHIN have with our community partners and the 200 families WHIN Music Project currently serves, WHIN will spread the word about our school with the help of our network of support within the community. Our school founders have considerable experience reaching out directly to at-risk families from the Washington Heights and Inwood community. Accordingly, WHIN will do door-to-door distribution of our brochures in the principal languages spoken in the community. WHIN will hold informational meetings with the many community organizations with which WHIN has developed strong relationships: preschools, day care programs, community centers, and community-based organizations that serve non-English speaking populations, advocate for students with disabilities, and offer support to low-income families. Finally, WHIN will use our website and social media accounts to present our program to a wider audience that may not have been reachable via the previous channels.

Recruitment for ELLs: To recruit ELL students, WHIN will:

- Translate informational materials into foreign languages including Spanish, Portuguese, and Russian.
- Work with WHIN Music parents connected to the greater Latino community to spread the word about our school and recruit families.
- Highlight our school's emphasis on establishing School-wide Sheltered English Instruction language acquisition strategies for ELLs.
- Emphasize the services and strengths of our ELL/ESL program in our informational materials, outreach campaign, and on our website.
- Share via multiple channels, including personal outreach, informational literature, and our website, the numerous articles citing the mounting evidence of a positive correlation between intensive music instruction and faster acquisition of a second language.³³

³¹ Wasley, P. A., Fine, M., King, S. P., Powell, L. C., Holland, N. E., Gladden, R. M., & Mosak, E. (2000). Small schools: Great strides. A study of new small schools in Chicago. New York, NY: The Bank Street College of Education.

³² Fowler, W.J. & Walberg, H. J. (1991). School size, characteristics, and outcomes. *Educational Evaluation and Policy Analysis*, 13, 189-202.

³³ Anvari S. H., Trainor L. J., Woodside J., Levy B. A. (2002). Relations among musical skills, phonological processing, and early reading ability in preschool children. *J. Exp. Child Psychol.* 83, Besson M., Chobert J., Marie C. (2011). Transfer of training between music and speech: common processing, attention, and memory. *Front. Psychol.*, Bialystok E., Depape A. M. (2009). Musical expertise, bilingualism, and executive functioning. *J. Exp. Psychol. Hum. Percept. Perform.* 35.

Recruitment for Students with Special Needs: To recruit SWD, WHIN will:

- Highlight our school’s philosophy of inclusive education, where special education specialists combine push-in and pullouts to better serve students’ needs.
- Highlight the quality of the special education teachers and specialists WHIN will provide.
- Work with current WHIN Music Project’s partners with expertise and experience in Special Education to share with parents how integrating music education can be a nurturing and developmentally beneficial tool for special needs students.
- Emphasize the services and strengths of our special education program through multiple channels, including personal outreach, informational literature, and our website.

Recruitment for Low Income Students: To recruit low-income students, WHIN will:

- Highlight WHIN’s weighted lottery generator, which gives slightly better chances of admission to students who are in an economically disadvantaged subgroup.
- Target community organizations that work with low-income families.
- Emphasize via multiple channels, including personal outreach, informational literature, and our website how Expeditionary Learning and small schools improve lower SES student achievement.
- Do targeted mailings of school brochures to public housing properties.

Enrollment: Our school will enroll students in accordance with Article 56, Section 2851 of the Charter Schools Act. The application form will only ask for information required to determine eligibility for the school, and will be translated into multiple languages. If WHIN receives more applications than it has spaces available, a public lottery will be held.

Preference for the lottery will be given to students in CSD 6 and the siblings of students already enrolled. Students who are not admitted will be placed on a waiting list in the order that their lottery numbers were drawn. The families of waitlisted students offered admission will be given 24 hours to decide whether to accept.

Additionally, we will use a **Weighted Lottery System** that gives slightly better chances of admission to students who are in the economically disadvantaged subgroup as evidenced by Free and Reduced Lunch criteria. The Weighted Lottery Generator will follow all law, guidelines, and protocols as detailed in section 5204(a)(1) of ESEA. Our rationale to implement a Weighted Lottery Generator targeting the economically disadvantaged subgroup is based on two principles

1. According to the New York State Education Department’s Student Information Repository System data for 2014-2015, 85% of students in CSD 6 are Economically Disadvantaged. This represents a larger need than ELL students (31%) and students with disabilities (19%)
2. El Sistema was created and serves to help students born into- or living in poverty develop the necessary academic, social-emotional, interpersonal, and self-regulatory skills for academic success and upward mobility. Including a Weighted Lottery Generator in our school design allows us to always serve CSD 6 students who are economically disadvantaged. This could become increasingly important to the diversity of the school and fidelity of the El Sistema program in the years to come as the communities of NYC and CSD 6 are constantly changing.

WHIN will only use the NYSED Weighted Lottery Generator once each academic year and will obtain NYSED approval to use the Generator should our enrollment policy change in any way.

Meeting Enrollment/Retention Targets: The Student enrollment population targets for CSD 6 are 85% FRPL 31% ELL, and 19% SWD for the first year. We are confident that WHIN can meet our enrollment targets for the following reasons:

1. WHIN Music Project Parent Support: Through our work with WHIN Music Project we have: (i) built a strong base of support and interest in our music program starting with preschool-aged students; (ii) experienced a rapid growth in less than 3 years (from 50 to over 200 students); (iii) received feedback from families and early childhood education and service providers about the highly anticipated interest from many of their families. This present level of interest from current students, as well as the 200 families that signed our petition, indicate interest that may very well exceed our first year's enrollment target and provide a waiting list from which to backfill vacancies.

2. Uniqueness of Proposed School Design: WHIN will be the only elementary school in NYC offering a project-based, music-infused El Sistema-inspired interdisciplinary curriculum, and will be the second school in the entire US to offer El Sistema as part of the school day.

3. Success of Conservatory Lab Charter School (Boston): The Conservatory Lab Charter School met their enrollment goals for the past 4 years from 2009 to 2012, had a large waiting list, and has received approval for expansion to a middle school.³⁴

4. Success of El Sistema: In a 2013 survey of parents of El Sistema Colorado, an after-school program, 100% of responding parents wrote that they "wanted their children to continue with the program through high school and are planning to send their children to college," and that "their children were better students, worked better in a group and were more confident and proud of their accomplishments."³⁵

5. Use of a Weighted Lottery Generator: As detailed above.

The Board of Regents' retention targets for CSD 6 are 70.2% FRPL, 74.1% ELL, and 60.6% WD when taking into consideration the current rate of attrition in the district. WHIN will strive to meet these retention targets.

Retention Plan: Our retention plan will target the following constituencies: students, teachers, families and members of the greater community. Our high-quality education will: 1. Make students happy and excited to attend school, 2. Provide teachers with professional development and collaborative support to achieve great results while feeling valued and respected, 3. Engage families in their children's education, and 4. Integrate the school within the community as a whole, in which students can thrive. In order to meet our retention rate predictions, WHIN will implement the following retention activities:

1) Extensive Parent Communication and Outreach: Open Houses, Conferences, Parent Workshops and Parents' Organization meetings will provide ample forums for parents to communicate their views and concerns about the education being provided to their children, and WHIN will seek to address those concerns.

2) Early Intervention for Truancy/Absenteeism: When a student is absent or late, either the DCIs or teachers will reach out to the parent/guardian to determine the reason.

3) Early Academic Intervention Through RtI for ELLs and SWDs: To ensure the retention of all students, WHIN will meet the needs of general education students, special education students, ELL's, and Low Income students alike. Our special education and ESL specialists will ensure that students receive the individualized instruction they need to thrive.

³⁴ Lam, D (2013). Application For Renewal Of A Public Charter School, Conservatory Lab Charter School, 14.

³⁵ <http://www.elsistemacolorado.org/our-program/accomplishments/>

4) Positive School Climate and Strong Student Discipline: Based on the Responsive Classroom approach, effective teaching practices help teachers deliver engaging academics, implement effective management, and be aware of their students’ development, which will consequently help develop a positive school-wide community.³⁶ Our discipline policy, student code of conduct and anti-bullying plan will all work to create a positive, nurturing learning environment where all students feel welcome. The DCIs, School Psychologist, deans and teachers will work closely with the families of students with repeat discipline issues to develop improvement plans.

I.D. Community to be served:

WHIN Music Community Charter School will be located in CSD6 which includes Washington Heights, Inwood and Northern Harlem. Below is data concerning CSD 6’s public school population for the 2014-2015 school year:

Enrollment	
Total Enrollment	22,728
Hispanic	87%
Black	8%
Asian	1%
White	1%
American Indian	0%

Diverse Student Populations	
Economically Disadvantaged	85%
Students with Disabilities	19%
Students with Limited Language Proficiency	31%

Below is data concerning the students achieving proficiency (3 or 4) on the 2015 New York State Exams. As this data shows, most students are Hispanic and many are English Language Learners and from economically disadvantaged backgrounds. Roughly 80% of CSD6 students are failing to achieve proficiency in ELA and roughly 75% percent of CSD6 students are failing to achieve proficiency in Math suggesting a need for additional educational opportunities.

2015 English Language Arts Proficiency NYSTP for CSD6					
Grade	Total Students in Grade	Students with Disabilities	Limited English Proficiency	Economically Disadvantaged	State Average
Grade 3	20%	8%	4%	16%	31%
Grade 4	19%	7%	2%	16%	33%
Grade 5	19%	3%	2%	16%	30%

2015 Mathematics Proficiency NYSTP for CSD6					
Grade	Total Students in Grade	Students with Disabilities	Limited English Proficiency	Economically Disadvantaged	State Average
Grade 3	26%	14%	9%	23%	42%
Grade 4	27%	11%	6%	24%	43%
Grade 5	28%	9%	7%	25%	43%

A Unique School Addressing the Needs of CSD 6 and Enhancing Educational Options: Due to the large body of research about project-based learning, Expeditionary Learning, and El Sistema music education, as well as the success of Conservatory Lab, we are confident that

³⁶ https://www.responsiveclassroom.org/sites/default/files/pdf_files/RC_approach_White_paper.pdf

our unique school model can provide the type of innovative, cutting-edge instruction that will help the population of CSD 6 improve academic outcomes. Conservatory Lab has created a model that has already been proven to work for a population of students similar to that of CSD 6. WHIN will combine El Sistema music instruction with the Expeditionary Learning project-based framework, interim assessments, and language acquisition techniques appropriate for ELLS³⁷ to better serve CSD 6 students who require those services.

Assessment of Community Support for WHIN in CSD 6: WHIN will carry on the commitment to community advancement begun by the WHIN Music Project, whose participants have already referred other families in the community to us based on their positive experiences. The high quality of WHIN Music Project, its teachers/teaching artists and its commitment to the community has been praised by the many families who bring their children to our program and already see the academic, behavioral, and socio-emotional benefits of music education. Parent support has been very strong and is evidenced in over 140 resident signatures of support so far. We anticipate this number increasing substantially since the directors of several early childhood providers said they would recommend that their families apply for our school. Our founding team has continuously solicited community input on the proposed school and used their feedback towards our school design. With this history of strong community interest in our programs, and the ongoing explicit support and interest from the community which is detailed in *Table 2: Public Outreach Information*, WHIN is confident and eager to meet CSD 6's demand for our proposed school and its enrollment capacity.

Methods Tailored to CSD 6: Our school model aims to close achievement gaps by differentiating instruction for *all* students, especially for students with disabilities, ELLs, and low-income students. Due to the probability of there being a large number of ELLs at WHIN, our co-teachers will be trained in SIOP and QTEL language acquisition techniques such as³⁸:

- Flexible groupings for differentiated instruction;
- Opportunities to pre-teach key skills, strategies, and concepts;
- Intensive, explicit instruction in decoding and word-recognition skills, which may include materials at the reading level of students;
- Guided reading to ensure students are reading books at their levels;
- Scaffolded instruction in the fundamental elements of plot, including conflict and resolution;
- Ample opportunities to practice delivery of oral presentations;
- Direct, explicit instruction in language development to address grammatical structures of oral and written standard English;
- Vocabulary instruction embedded in context, including academic language;
- Building of background knowledge;
- Use of visual clues; and
- Amplification: expressing material in multiple ways to ensure all students get it.

I.E. Public Outreach

Building upon the community support WHIN Music Project has been able to gather for the past 3 years, WHIN Charter School has implemented a multi-level community outreach plan on a consistent basis targeting the different stakeholders in the community: families and parents, community boards 9 and 12, community-based arts organizations, community activist

³⁷ Based upon Daniel Schulte's Personal Communication with Literacy Coach, Principal, and Head of School during 2013-2014 school year as part of his principal internship year at Conservatory Lab Charter School.

³⁸ Honigsfeld, A and M G Dove (2015). *Collaboration and Co-Teaching for English Learners: A Leader's Guide*. Sage Publications.

organizations, preschool, daycare and early childhood programs, educational leaders, and elected and appointed officials. The lead applicant used presentations to explain WHIN's unique and innovative educational model and to gather feedback from the community stakeholders that helped inform this school proposal. Below is a partial list of public outreach showing the community's sustained commitment to WHIN. A full list of Public Outreach can be found in Table 2.

Family Outreach: We have presented our school proposal to over 200 parents face to face, via email, and in public meetings held throughout the community including at Our Saviour's Atonement Lutheran Church, the Small Idea School, the Renaissance Village Montessori, and private homes. In all of our communications, we have expressed a genuine interest in receiving feedback about our school proposal, and have provided answers to the questions raised by parents. So far, WHIN has over 140 signatures of support and great interest in our initiative from many more community members.

Preschool, Daycare, and Early Childhood Program Outreach: WHIN intends to build a supportive network of educational programs in the community to share best practices, find solutions to common problems, and share resources in order to ensure students receive the necessary services to perform at or above grade level. For this reason, WHIN has reached out to teachers and directors at existing early childhood, preschool and bilingual education programs to share our ideas and hear their feedback about our initiative firsthand, including, but not limited to C. Barufaldi, Deputy Director of the Adolescence Division at Children's Aid Society; T. Matano, Director of the Renaissance Village Montessori; S. Herman, Director of Early Childhood Services at the YM & YWHA, K. Ellefsen, Director at Isabella Child Care Center, K. Guzman, Directors of the Small Idea School, and C. Melville, Director of Education Programs at the Broadway Housing Communities. All have expressed their interest and support, and believe that the parents they serve would be very interested in our school.

Community Boards 12 & 9 Outreach: We have presented at the CB12 Full Board meeting for 60 community members by invitation from the Chairman of the Board Mr. George Fernandez Jr., recently (2/11/2016) at the CB12 Youth and Education Committee, by invitation from Chair Fe Florimon, and at the CB9 Youth, Education and Libraries Committee, by invitation from committee member Judith Insell. We also presented at CEC6 and met with CSD6 Superintendent Manuel Ramirez, receiving useful feedback to make sure our school proposal can contribute positively to the entire school district. One of the main pieces of advice from the superintendent was the desire to avoid co-location. Since then, we have been actively working with a real estate company that helps charter schools find private space to carry on their educational models. In February 2015, WHIN was also invited to present at the Community Education Council CSD 6 monthly meeting. WHIN has also met with the Community Board 9 Chairs of the Youth, Education and Libraries (YE&L) Committee, Judith Insell and Yvonne Stennett, who showed great interest in our initiative. In June 2015, WHIN presented our proposal at the YE&L of CB9 and received feedback that is helping us to strengthen our proposal.

Elected Official Outreach: WHIN has received letters of support from Councilmember Mark Levine and Senator Adriano Espaillat. Furthermore, Councilmember Ydanis Rodriguez gave us positive feedback and thought that WHIN would be a unique initiative for the community. Our leader met with the office of Assemblymember Guillermo Linares and requested a meeting with the office of Manhattan Borough President Gale Brewer, after her Community Liaison CB12 Giovanni Puella attended the public meeting we held on April 23, 2015.

Community-based Arts Organization and Community Activist Organization Outreach:

WHIN had meetings with the Leadership Team of Broadway Housing Communities, where WHIN received support from their Director of Community Development Ana-Ofelia Rodriguez, as well as the support of the community leaders in attendance: M. Fitelson, the Executive Director of the United Palace for Cultural Arts, J.I. Rosa, a prominent community activist who has worked for various elected officials in Northern Manhattan, and V. Nezdansky, LCSW, the Chief Program Officer at YM & YWHA of Washington Heights and Inwood. We have also reached out to Dra. Marilú Galván (Executive Director of the Centro Cívico Cultural Dominicano) and Ángela Fernández (Executive Director of the Northern Manhattan Coalition for Immigrant Rights), two community leaders who primarily work with the Latino populations of CSD6. Full list of public outreach can be found on Table 2.

Education Leader Outreach: In our effort to reach out to education leaders at the local and city level, in February 2015, WHIN met with Ms. Monica Tavares, Chief of Staff of the Office of Communications and External Affairs at the NYC Department of Education to discuss our proposal and obtain their feedback. WHIN also met with CSD 6 Superintendent Manuel Ramirez who asked to meet with us after our presentation to the CEC CSD 6 meeting.

Media and Social Media Outreach: Using WHIN Music Project's social media channels, including Facebook and Twitter, WHIN has been able to reach out to a wider audience, inform them about our school initiative, and ask for their feedback. After our presentation at the CB12 Youth and Education Committee meeting, WHIN was featured on DNA Info, a citywide online newspaper.³⁹ Our lead applicant has additionally reached out to Gregg McQueen, Contributing Writer for the Manhattan Times, who showed interested in learning more about our initiative.

Public Input: Following a practice started with WHIN Music Project, our founding team has continuously solicited community public input or comment on our educational and programmatic proposal from families and educators. While the vast majority of feedback has been provided through personal interactions in public and informal meetings, we have also devised other mechanisms for feedback such as emails, online forms, Facebook, Twitter and the website of the WHIN Music Project. We have produced bilingual materials (English/Spanish) to ensure that the Latino community can also be engaged in this conversation.

Use of Feedback towards our School Design: To gain a comprehensive understanding of the impact our school can have, WHIN asked for feedback from families of WHIN Music Project participants, who are already experiencing the benefits of music education (at a much smaller scale than the WHIN School would provide), regardless of whether their learners would be eligible for WHIN Music Community Charter School. Many of the responses at this early stage were very positive, describing our proposal as “amazing,” a “wonderful opportunity for the children in Upper Manhattan,” and a type of school that “parents have been looking for (...) for a very long time.”⁴⁰ Others have provided specific ideas about how to address the needs of students with special need which has informed our school design⁴¹. Some of the families in our program with younger siblings have expressed their hope to have their children accepted once the school opens. At every meeting with families and stakeholders, we asked for feedback about our school initiative. We channeled this feedback into our plans and further

³⁹Armstrong, L (2015). Music Focused Charter School Proposed for Northern Manhattan, DNA Information. <http://www.dnainfo.com/new-york/20150210/washington-heights/music-focused-charter-school-proposed-for-northern-manhattan>

⁴⁰ Esperanza

⁴¹ Melissa's email.

outreach. WHIN also developed a feedback form in which we briefly describe our school proposal and ask for written feedback with 4 basic questions:

1. What characteristics do you look for in a school for your child?
2. Do you consider the arts (especially music) important for the development of your child?
3. Do you think WHIN Music Community Charter School would be a good alternative to the current school choices in CSD 6?
4. Share any further thoughts or ideas to improve our educational model and to better serve the children in these communities.

The most common responses from parents are:

1. We want “strength in arts and music,” and “emotional support;”⁴²
2. “Children learn best when they learn by doing, by demonstrating” and “music expects learners to perform;”
3. “Yes, unique and focused,” “a musically based K-5 is imperative as there is a lack of such a program in district 6;”
4. “Our schools should also have parent workshops to inform them of great resources that benefit the child and better improve socioeconomic advancement moving forward.”

We addressed people’s comments collectively when presented at a meeting and one-to-one when presented individually. We have been encouraged by the community’s support for musical education and our school design. (see Section I.C. for public outreach in recruitment efforts).

I.F. Programmatic and Fiscal Impact

Programmatic impact on public and nonpublic schools in CSD6: There are 22 other public elementary schools and 17 nonpublic K-5 schools in CSD6: 12 of these are Roman Catholic parochial schools, two are Greek Orthodox affiliated schools, two are Christian schools, and one is a Jewish school.⁴³ WHIN will open with approximately 108 students in 2017-2018. In 2022, we would have approximately 324 students; this would constitute only 1.4% of CSD 6’s current population of 23,431 students. While offering a unique educational model in the district,⁴⁴ WHIN will seek to exchange best practices with and have a positive impact on schools and community institutions throughout CSD 6, benefiting students across the district.

Fiscal Impact on public and nonpublic schools: As a proportion of the overall New York City education budget, WHIN’s financial impact will be minimal. New York City’s DOE budget for fiscal year 2015-2016 is \$27.6 billion. In Year 1, WHIN expects to enroll approximately 108 students—only 0.45% of District 6’s student enrollment. Our school’s first year budget would be \$1.6 Million which represents less than .01% of the total NYCDOE budget.

II. Educational Plan

II.A. Curriculum and Instruction

Overview: We believe students learn best when content is connected to real-world issues and needs, and thus espouse a student-centered,⁴⁵ interdisciplinary teaching philosophy based on EL and

⁴² Guelda, Glenda, Julie.

⁴³ <http://www.p12.nysed.gov/irs/statistics/nonpublic/home.html>

⁴⁴ <http://data.nysed.gov/enrollment.php?year=2014&instid=800000047032>

⁴⁵ A learner-centered instructional approach in which “learners (students) are treated as co-creators in the learning process, as individuals with ideas and issues that deserve attention and consideration.” See B. McCombs & J.S. Whistler, *The Learner-Centered Classroom and School: Strategies for Increasing Student Motivation and Achievement*. San Francisco, CA: Jossey-Bass Publishers, (1997).

LTM. El Sistema will provide a well-rounded education through music, complemented by physical education. In alignment with the New York State CCLS, including compliance with and successful completion of the New York State Testing Program assessments, WHIN’s enriched educational programs and curricula will ensure our diverse student population meets New York State CCLS. For these reasons, WHIN will provides the following curriculum and instruction plan to meet or exceed ‘achievement indicators for academic trends toward proficiency and high school graduation’ as detailed in Benchmark 1 of the NYSED Charter School Performance Framework.

Curriculum Framework: The backbone of the WHIN curriculum framework is the belief that students learn best when presented with a cross curricular, rigorous, inquiry-driven, and data-driven learning experience directly connected to CCSS and differentiated for *each* learner's unique needs while developing his/her social-emotional and character skills. As such, we will use a school wide, sequential, and cross-curricular Understanding By Design (UbD) framework. This framework will be overseen by the DCI’s and developed in partnership with the schools teachers drawing upon the success data-supported curriculum of the Conservatory Lab Charter School. Co-applicant Charlie Ortiz has received extensive training in UbD from a variety of sources including co-creator of UbD, Grant Wiggins. Below is a clear and coherent description of our curriculum aggregated first by our guiding principles then by the specific instructional strategies used in each core subject area.

Guiding Principles:

1. Rigorous, inquiry-driven, project-based academic curriculum aligned with the Common Core standards.

We believe inquiry is a fundamental element of learning, and curiosity is essential to a life-long passion for knowledge and discovery. Our teachers will use inquiry and student discovery as an educational tool. Teachers will guide discovery by encouraging students to ask sequentially more refined follow up questions to gain deep understanding and knowledge. In combination with inquiry, project-based learning allows students to deepen their knowledge and develop their skills while producing and presenting high-quality work, which will help them become increasingly responsible for directing their own personal and collective learning.⁴⁶ In particular, the inquiry- and project-based Expeditionary Learning (EL) program has been shown to “close gaps in English language arts for African-American, Hispanic, and low-income students and English language learners in [Rochester and New York City].”⁴⁷ Expeditionary Learning is a research-based model for teaching and learning that “challenges students to think critically and take active roles in their classrooms and communities, [...] result[ing] in higher achievement and greater engagement in school” while “provid[ing] students the academic and character-building skills they need to reach their potential as learners and leaders.”⁴⁸ Due to both Expeditionary Learning schools’ success with populations similar to that of CSD6 and Conservatory Lab’s success⁴⁹ in integrating Expeditionary Learning (EL) with El Sistema (ES) (in 2013, the school achieved a top level 1 ranking on Massachusetts’s 1 to 5 scale.), WHIN fuses Expeditionary Learning and El Sistema principles. The implementation of those systems will be crucial to the realization of our objective to increase learning opportunities for *all* students.

- Our School will develop a **music-infused, Common Core-aligned curriculum** that will use student data assessments to collaboratively plan high-quality and rigorous interdisciplinary units of study to ensure the **Change from Rule-Based to Performance-Based Accountability Systems.**

⁴⁶ http://elschools.org/sites/default/files/Core-Practice-Benchmarks_0.pdf

⁴⁷ UMass Donahue Institute (2011). Expeditionary Learning: Analysis of Impact on Achievement Gaps. Shrewsbury, MA.

⁴⁸ http://elschools.org/sites/default/files/Brochure_EL_2011.pdf

⁴⁹ See the following for more information: <http://conservatorylab.org/teaching-learning/student-achievement>.

- Our **Common Core-aligned Language Arts program** will be taught using Lucy Calkins' Reading and Writing Workshop models. Preventing Academic Failure multi-sensory program will serve to teach phonological awareness, phonics, decoding, and spelling as well as to provide support for the diverse needs of struggling students.
- Our **Common Core-aligned mathematics program** will be taught using Singapore Math and inquiry-based approaches that emphasize problem solving in the context of real world situations. We believe that elementary children will become passionate about mathematical thinking and build strong foundations in mathematical concepts by using hands-on manipulatives and interactive learning materials that allow authentic, deep learning. Our program may draw upon the curriculum guidelines of the National Council of Teachers of Mathematics (NCTM) and TERC Investigations, adequately aligned with Common Core content materials.
- Our **Common Core-aligned Science and Social Studies** will be taught through the inquiry-driven, project-based Expeditionary Learning model. WHIN will nurture and sustain students' natural curiosity by engaging them in project-based units of study (expeditions) that integrate Social Studies and Science and are connected to music through the Learning Through Music model detailed next. Students will learn to conduct real-world research through fieldwork, observations, experiments, data collection, and interviewing. Each year, students will participate in three different expeditions that will each focus on either a science or social studies topic.
- Our **Music-infused curriculum** will be taught using the Learning Through Music (LTM) model, a flexible, interdisciplinary, music-infused curriculum developed at the Conservatory Lab Charter School. LTM uses the Five Processes of learning music -- Questioning, Listening, Creating, Performing, and Reflecting -- as universal tools for learning all subjects. LTM is directly integrated with Expeditionary Learning's discovery-based lessons that also use a deliberately complementary and parallel five-step process: Engage/Explore/Explain/Extend/Evaluate. Through this model students will improve their critical-thinking and problem-solving skills, and they will develop a deeper understanding of academic content.

2. Improve academic and social-emotional outcomes and build community for all learners through a Music-infused curriculum and the evidence-based El Sistema music education model

- **El Sistema music education emulating pioneering work at the Conservatory Lab Charter School** in Boston, will **Expand Choices in the Types of Educational Opportunities** in the Washington Heights and Inwood Communities. Our music teaching artists will offer two hours of in-house daily music instruction based on the El Sistema model, an internationally renowned and successful music education program whose inclusive philosophies and individual/social benefits for its participants⁵⁰ are essential to our school design, serving 5 of our 6 objectives.
- A tested model of how a music program can both create great musicians and dramatically change the life trajectory of hundreds of thousands of a nation's at-need kids, **El Sistema's** approach to music education offers two hours of daily instruction to children emphasizing intensive ensemble participation from the earliest stages, group learning, peer teaching and a commitment to keeping the joy and fun in musical learning and music making. While the backbone of El Sistema training is preparation for participation in orchestral ensembles, students are also exposed to choral singing, folk music, jazz, special needs programs, and various other ensembles, promoting

⁵⁰ Cuesta, José (2008), *Music to My Ears: The (Many) Socio-Economic Benefits of Music Training Programs*. Inter-America Development. For more information about El Sistema, please see the founder Abreu's TED talk about El Sistema http://www.ted.com/talks/jose_abreu_on_kids_transformed_by_music.

multicultural appreciation and celebration of diversity. El Sistema's primary focus is to create a daily haven of safety, joy and fun that builds every child's self-esteem and sense of value to a shared project: ensemble performance. Students perform in front of audiences as much as possible to reduce the pressure of formal performance and contribute to each child's self-esteem. Peer mentoring and parent involvement are essential elements of El Sistema's success, creating a community conducive to supporting children and supporting musical culture, which in turn become mutually reinforcing.

- **Music-infused curriculum:** A key aspect of music instruction at WHIN will be the integration of music with other academic content areas using the Learning Through Music Five Processes Framework.⁵¹ Based on the Learning Through Music (LTM) model used at the Conservatory Lab, which promotes the flexible and interdisciplinary use of music within academic subjects, WHIN will develop a project- and performance-based learning environment with clear standards for measuring outcomes. Our classroom teachers will work with our music teachers (both inside and outside the classroom) to develop engaging projects incorporating music into academic study, and fostering students' academic and artistic development through music's Five Processes: Questioning, Listening, Creating, Performing, and Reflecting. Furthermore, our music teachers will also be part of the teacher development and weekly planning sessions to allow for a greater integration of music within the academic components of the school.
- **Build community through music:** In alignment with El Sistema principles, students will perform frequently for their peers, parents and immediate community (see Attachment 3a: Weekly Student Schedule). These performances afford students the opportunity to cultivate their self-esteem, strengthen bonds with their community, and contribute positively to their community's cultural life. The School's focus on music will directly serve our commitment to high academic standards as well as positive community engagement and parent involvement in developing students' capacity for discipline, hard work, maturity, and teamwork.

3. Responsive classroom and full inclusion to empower and serve the needs of all students

As a **Child-Centered School** our main goal will be to ensure that each student succeeds and develops his/her academic, musical, emotional and social skills, so he/she can become a leader in his/her community, a role model for others, and a positive contributor and citizen. We will use two main strategies to ensure this: **Inclusionary Model of Instruction and Responsive Classroom.**

- **Inclusionary Model of Instruction** will ensure that English Language Learners (ELLs), special needs and FRLP students will have equal access to the curriculum and quality instruction.
- **School-Wide Sheltered English Instruction for ELLs:** Our school will have a high percentage of ELLs⁵² (CSD 6 has 31%, see section I.D.), so we will have two certified ELL teachers beginning in the first year (one per grade), and all of our teachers will be trained in language acquisition techniques to improve ELL students' understanding and foster ELL achievement. Language acquisition techniques will be drawn from both the SIOP and QTEL models.⁵³
- **Responsive Classroom (Social Emotional Learning Curriculum):** The social emotional development of students is just as important as their academic and musical development. All teachers will be trained in Responsive Classroom, a research-based teaching approach that gives

⁵¹ Scripp, L (2007). A music in education research case study: the conservatory lab charter school- NEC research center learning through music partnership (1999-2003). *Journal for Music in Education*.
http://www.academia.edu/707572/THE_CONSERVATORY_LAB_CHARTER_SCHOOL_NEC_RESEARCH_CENTER_LEARNING_THROUGH_MUSICPARTNERSHIP_1999-2003_

⁵² New York State Education Department (2014). NYC GEOG DIST # 6 - MANHATTAN Enrollment (2013 - 14).
<http://data.nysed.gov/enrollment.php?year=2014&instid=80000047032>

⁵³ Honigsfield, A and M G Dove (2015). *Collaboration and Co-Teaching for English Learners: A Leader's Guide*. Thousand Oaks, CA, Sage Publications.

teachers concrete practices for ensuring a high-quality education for every child every day.⁵⁴

These practices will help them actively teach students strategies for resolving conflicts and politely interacting with their peers⁵⁵ through formal (Morning Meetings, Rule Creation, Academic Choice, etc.) and informal (Positive Teacher Language, Logical Consequences, etc.).

- **Co-teaching model:** All classes will be staffed with two certified teachers, including at least one with SPED and/or ESL certification. Co-teaching will allow for smaller teacher-student ratios and for teachers to better meet the individualized needs of special education, general education, and ELL students. Co-teaching will allow the flexibility of different teaching models.⁵⁶ The benefits of Co-Teaching are: teacher professional growth, improved instruction, differentiation, greater student access to teachers, behavior management, student engagement, greater time on task, cultivating students' sense of belonging, acceptance of diversity, and higher expectations.⁵⁷

Curriculum Planning Process: During the planning year, WHIN founders, key staff, and selected consultants and advisors will participate in the development of the curricular scope and sequence for each subject area, incorporating our LTM, EL, and El Sistema program. The consultants and advisors will be seasoned educators, coaches, curriculum specialists, and classroom teachers with relevant experience in curriculum design and teaching in their subject area. They will be well-versed in New York State and Common Core Standards and have experience with and knowledge in Expeditionary Learning instruction and Responsive Classroom. Seasoned music educators (both in the school system and in El Sistema) will be an integral part of this planning process to make sure that the comprehensive curricular scope allows for an interdisciplinary use of music to strengthen and expand students' understanding of a concepts and mastery of skills. During **Summer Teacher Retreat**, teachers will receive training in curriculum and instruction as well as have dedicated time to start planning unit lesson plans. The school's curriculum will support our teachers in their planning of purposeful and focused lessons that will improve instructional effectiveness and student learning. Each summer, scope and sequences and lesson plans will be reviewed and revised based on evaluation of program implementation and student performance. In alignment with New York State CCSS, our entire school will share responsibility for instruction in reading, writing, speaking, listening, and language. For this reason we espouse a Constructivist, project-based, inquiry-focused, interdisciplinary approach for literacy, math, social studies, and science through the use of the Expeditionary Learning and Learning Through Music approaches. El Sistema and Responsive Classroom will provide a well-rounded education for the whole child through music, and social-emotional curricula that will be complemented by a physical education curriculum. Throughout the year teachers will co-plan daily lessons with subject and grade level teams derived from the units detailed in the Understanding By Design school wide curriculum and scope and sequences. Teachers will be responsible for submitting daily lesson plans as well as updated assessments to the DCI every Thursday. DCI's will provide crucial feedback on the lesson plans, observe facilitation of the lessons at least once weekly, and provide feedback on the lesson delivery.

Subjects: Each day WHIN learners will study English Language Arts, Math, Social Studies, Science, and Music; they will also regularly participate in Physical Education, structured play and community building. Based on El Sistema principles and our use of Responsive Classroom students

⁵⁴ https://www.responsiveclassroom.org/sites/default/files/pdf_files/RC_approach_White_paper.pdf

⁵⁵ Rimm-Kaufman, S. E., Larsen, R. A. A., Baroody, A.E., Curby, T.W., Ko, M., Thomas, J.B., Meritt, E.G., Abry, T., & DeCoster, J. (2014). Efficacy of the *Responsive Classroom Approach*: Results from a 3-Year, Longitudinal Randomized Controlled Trial. *American Educational Research Journal*, 51(3), 567-603

⁵⁶ Honigsfield, A and M G Dove (2015). *Collaboration and Co-Teaching for English Learners: A Leader's Guide*. Thousand Oaks, CA, Sage Publications, 65-66. Anderson, RB, R Isherwood, and J Merhaut (2013), *Strategic Co-Teaching in Your School: Using the Co-design Model*, Baltimore, MD, Brookes Publishing, 113.

⁵⁷ Benninghof, A. (2012). *Co-Teaching That Works: Structures and Strategies for Maximizing Student Learning*. San Francisco, CA, Jossey Bass, 10-13.

will develop their socio-emotional and character skills throughout all parts of the school day. Below is a description of the curriculum and instruction practices per subject area.

Literacy: Based on the experience of other successful elementary schools, our literacy curriculum will be organized into four overlapping strands: reading, writing, language, and speaking/listening, that will be emphasized equally and integrated together. In alignment with the Common Core and New York State Learning Standards for ELA and Literacy, including compliance with and successful completion of the New York State Testing Program assessments, students will develop and master the foundational literacy skills of print concepts, phonological awareness, phonics and word recognition, fluency and comprehension through our K-5 curriculum. The Reading and Writing Workshop developed by Lucy Calkins informs our philosophy of teaching reading and writing and we will use many of these published resources in our literacy framework. We will use other resources such as *Words Their Way*, *Fountas and Pinnell Phonics*, and *Preventing Academic Failure (PAF)*, to guide the creation and implementation of our literacy framework. Every day there will be two periods, one a Reading Workshop and the other a Writing Workshop, dedicated solely to the development of literacy.

Reading Workshop (60 minutes per day):

Instructional Methods

- ***Interactive Read Alouds:*** teachers will **model** fluent reading, developing vocabulary and comprehension skills using seminal texts. There will be built-in time for students to try out new or reviewed reading strategies. Teachers will use the CCSS to plan scaffolded lessons for high-level discussion of a variety of texts.
- ***Guided Reading:*** in flexible small groups based on assessed reading levels, teachers will coach students in comprehension strategies as they read and discuss a single text.
- ***Independent Reading:*** students will independently select and read books at their own reading level to develop comprehension skills and decoding strategies, build fluency and stamina, and acquire content knowledge. Teachers will work with students individually or in small groups to support their growth.
- ***Phonics and Word Study:*** students will be put in small groups according to their needs to develop vocabulary with a focus on speaking, phonics, and grammar, as well as to work on the Language Standards and Foundational Skills outlined in the CCSS. This lesson could be used in isolation, but it is preferably used within the context of a larger session. *Words Their Way* will be the main instructional material.
- ***Cooperative Learning Structures:*** Using many of the structures developed by Kagan Cooperative Learning Structures students will work together to meet the requirements of cooperative learning as defined by Kagan known as PIES: Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction.
- ***Computer based instruction:*** Literacy software programs will be used to supplement classroom activities, increase students computer literacy skills, and offer students opportunities to practice new skills and knowledge with immediate feedback via online lessons picked by teachers based on each students individual needs.

Writing Workshop (60 minutes per day): Writing Workshop is designed to emphasize the act of writing itself-students spend most of their time putting pencil to paper. The schedule will allow for authentic and content-based writing experiences, with emphasis on informational and opinion-based writing aligned with CCSS. Teachers will model the stages of the writing process, which include pre-writing (including brainstorming, research, and planning), drafting/composing, revision (which may involve working on introductions or conclusions, writing with clarity, adding detail, etc.),

editing (including conventions such as grammar, spelling, punctuation, and capitalization), and publishing (final version of piece to share with audience).

Instructional Methods

- ***Independent Writing***: a mini-lesson with a clear teaching point aligned with the CCSS will open this workshop followed by independent student writing. Teachers will instruct students individually or through small-group instruction while continuously assessing their growth and development.
- ***Interactive Writing***: a “cooperative event” in which teacher and children jointly compose and write text, sharing the decision about what they are going to write and the duties of scribe. This instructional method can be used “to model reading and writing strategies as he or she engages children in creating.”⁵⁸ Our teachers will use interactive writing primarily for the lower elementary grades to support the development of phonological skills and help children attach meaning to print.⁵⁹
- ***Mini-Conference with Individual Students***: Teachers move through the classroom helping individual students on an area they are developing. Each mini-conference should last about 2-3 minutes and no more than five. During a typical week of Writers Workshop a teacher should work individually with each student at least once and often twice.
- ***Sharing time***: Writers read what they have written to his/her peers and seek constructive feedback from their audience. Teachers spend ample time teaching students how to offer and receive constructive feedback and consistently model the practice. Sharing is a voluntary activity to ensure no student is forced to share if they are not comfortable.

Instructional Materials

- ***The Reading Workshop model***, developed by Lucy Calkins, will serve as the basic structure by which students will learn to read, talk about, and think about texts. The main components of the Reading Workshop include: mini-lesson/reading aloud, independent reading, conferring/small group, sharing, running records, and teacher observations. The Reading Workshop models for students the practices and behaviors of fluent, comprehension-oriented reading. Throughout grades K-5, the Reading Workshop will teach students to recognize key ideas, details, craft, and structure, as well as to understand how knowledge and ideas are integrated in both literature and informational texts, as outlined by the Common Core standards.⁶⁰
- ***Guided Reading (Fountas and Pinnell)***, in addition to learning foundational literacy skills, students will learn to love reading a wide range of texts from both the literature and informational text categories. As students move between grades and master skills, the complexity of texts will increase. Using the Fountas and Pinnell Benchmark system, teachers will assess students’ reading comprehension levels and provide running records of students’ progress as they move along the F&P system of the A-Z text complexity scale.
- ***Preventing Academic Failure’s*** multisensory curriculum will be the foundation by which teachers will help struggling students with reading, spelling and handwriting.⁶¹
- ***The Writing Workshop model***⁶² of Lucy Calkins will serve as the basic structure for the comprehensive instruction of writing skills. Students will learn how to perform all stages of writing: pre-writing, brainstorming, drafting, writing introductions, writing conclusions, writing body paragraphs, editing for grammar and proper spelling, and revising for improved structure.

⁵⁸ <http://www.stanswartz.com/IAW%20excerpt.pdf>

⁵⁹ McCarrrier, A, Pinnel, G, & Fountas, I. (2000). *Interactive Writing: How Language and Literacy Come Together*.

⁶⁰ Calkins, L M (2001). *The Art of Teaching Reading*, New York, Longman.

⁶¹ Bertin, P. and Perlman, E. *Preventing Academic failure. A Multisensory Curriculum for Teaching Reading, Spelling, and Handwriting*.

⁶² Calkins, L M (1994). *The Art of Teaching Writing*, Boston, MA, Addison Wesley Educational Publishers. Fletcher, R and J Portulupi (2001). *Writing Workshop: The Essential Guide*. Heineman.

Students have lots of choice as they write authentic, meaningful texts that meet the curricular demands set out by the Common Core. *“Already Ready: Nurturing Writers in Preschool and Kindergarten”* by Matt Glover and Katie Wood Ray and *“Talking, Drawing and Writing: Lessons for Our Youngest Writers”* by Martha Horn and Mary Ellen Giacobbe will be used for lower elementary grades (K-1)

Integrated Reading/Writing: In alignment with the CCSS and to share responsibility for students’ literacy development, reading and writing will be taught across all subjects as a mechanism to develop comprehension and as a vehicle to properly communicate ideas. For these reasons, while the nature and amount of reading and writing vary by discipline and grade level, they are both major tools in all content areas to make sure our students are on track to be college and career ready in reading, writing, speaking, listening, and language.

Math Curriculum: We believe that it is possible to teach students both the fundamental origins of mathematical concepts and how to answer basic operational questions (addition, subtraction, multiplication, division) with confidence and accuracy. WHIN Math will be based on Singapore Math and inquiry-based instruction to teach math as emphasized by the National Council of Teachers of Mathematics (NCTM) standards. Our Math Curriculum will be aligned with the Common Core and New York State Learning Standards for Math, including the standards of the New York State Testing Program, along with the curriculum guidelines of the NCTM.

Instructional Methods/Instructional Materials

- ***Math Workshop:*** math class is often conducted as a workshop with these parts:
- ***Guided Math Activity:*** Teachers will set up the situation, question or activity in which students will explore by explaining learning benchmarks and goals for the day, by posing a problem or a task, or by modeling an activity.
- ***Cooperative Learning Structures:*** Using many of the structures developed by Kagan Cooperative Learning Structures students will work together to meet the requirements of cooperative learning as defined by Kagan known as PIES: Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction.
- ***Number/Math Talks:*** Number talks, as developed by Kathy Richardson, and Ruth Parker are a short, ongoing, daily routine that develop students’ computational fluency. Math talks, developed by Marilyn Burns afford students a deeper understanding of math concepts through communication. Specifically, students develop his/her math skills and conceptual understanding of math by thinking, talking, and doing real world based math.
- ***Mini-lesson:*** Based on what teachers find during the independent or group work, they conduct a mini-lesson based on what students are struggling with or have discovered.
- ***Sharing/comparing problem-solving strategies:*** Students will spend time sharing, explaining, and defending their own work to their fellow students. They will also evaluate the work that others did.
- ***Computer based instruction:*** Math software programs will be used to supplement classroom activities, increase students computer literacy skills, and offer students opportunities to practice new skills and knowledge with immediate feedback via online lessons picked by teachers based on each students individual needs.

Science and Social Studies Curriculum: Our Science and Social Studies curriculum will be aligned with the New York State Learning Standards, including the standards of the New York State Testing Program for Science and Social Studies, and the Common Core literacy standards for K-6 Science and Social studies strands. WHIN will use the project-based instructional philosophy

of Expeditionary Learning as the main mechanism and model for Science and Social Studies. Expeditionary Learning is an educational framework that helps guide units of study in Social Studies and Science. The Expeditionary Learning School Designer will help the school develop its learning expeditions and projects during pre-operations and during the first year of operations.

Project-based Learning: Learning expeditions and projects focused on big ideas will allow teachers to deliver problem-based content and instructional practices to foster inquiry. In these lessons students will think, write and research like social scientists or scientists and will use tools of inquiry specific to the subject. Discovery-Based Lessons will be the primary type of instruction to deliver the Science and Social Studies curriculum.

Instructional Methods/Instructional Materials

- **Discovery-Based Lessons:** A five-step process that allows students to improve their critical-thinking and problem-solving skills, as well as to develop their depth of understanding.
 - *Engage:* teachers engage students (e.g., with a demonstration, brainstorm, problem) to raise questions and elicit responses that uncover what students know or think about the topic.
 - *Explore:* students then explore the topic together, without direct instruction from the teacher. The teacher asks probing questions of students and listens as they make meaning.
 - *Explain:* teachers ask students to explain their thinking based on their explorations and provide students with clarifications, definitions, and direct instruction.
 - *Extend:* students extend their knowledge of the topic by applying concepts and skills to new problems and tasks.
 - *Evaluate:* the teacher assesses students' knowledge or skills and asks them to assess their own learning.

Learning Through Music: Based on Conservatory Lab's LTM model, our teachers and teaching artists will work together to integrate music within many of our social sciences and social studies projects. The Music Blueprint's *Musical Connections* strand provides the framework to develop WHIN interdisciplinary curriculum in alignment with CCLS and NYS standards.⁶³ Students will be able to explore, experience, and reflect upon academic concepts through musical activities and concepts, which will add another layer of understanding and experience.

El Sistema Music Curriculum: In alignment with the Music Blueprint's *Music Making* strand, El Sistema music curriculum will help students develop their artistry and unique personal voice in music, build their technical and expressive skills, a working knowledge of music language and aesthetics, and experience the expressive power of music.⁶⁴

Teaching Artists: Teaching artists, NYC-certified and trained in El Sistema, will work with students two hours per day with the exception of Fridays. They will have experience in a wide range of instruction including choir, music theory (Kodály method), movement (Dalcroze Eurhythmics method), percussion (Orff Schulwerk method), as well as orchestral (strings, woodwinds and brass).

Learning sequence: In Kindergarten, students will receive a strong foundation in movement, rhythm, and expressiveness through music & movement (see below), choir, and Orff instruction (which will help students see the connection between music, rhythm and language). In first grade, students will deepen those skills and start instrumental instruction (recorder) and develop music-reading skills through the Kodály method, a method to learn music similar to the "natural developmental pattern used in learning a language, which is, aural, written, and then read."⁶⁵ In

⁶³ New York City Department of Education (2008), *The Blueprint for Teaching and Learning Music*

⁶⁴ *Blueprint*

⁶⁵ <http://www.musicstaff.com/teaching-methods-kodaly-method/>

second grade, all students can pick their first string instrument, and in third grade they can switch to a wind or brass instrument while they will receive more instrumental and orchestral classes.

Instruction: El Sistema pedagogy is based on group instruction, but as students' progress on their instruments, there will be more levels of instruction, including sectionals, pullouts and individualized instruction. Students will often encounter the same teacher in both their group and personal lessons, which will allow them to progress quickly as bad habits are quickly corrected, and good habits are regularly enforced. Repertoire will be varied including arrangements of great orchestral works, folk songs as well as musicals, R&B, and film scores.

Physical Education

Aligned with New York State (NYS) standards, WHIN Physical Education (P.E) curriculum will be part of a holistic, balanced education. Teaching children how to respect, develop, and take care of their physical health is just as important as teaching academic content; in this vein, WHIN sees regular physical activity not only as a way to combat obesity and other health disorders, but also as a way to live a healthy and balanced life. With this philosophy in mind, students will have 180 minutes of P.E. during the week encompassing: a 60-minute PE class (based on *Physical Best*, a comprehensive health-related fitness education program that focuses on each child's individual preferences and capabilities),⁶⁶ two 60-minute El Sistema Music & Movement activities (based on the Dalcroze Eurhythmics method, where students will gain physical awareness and experience of music through training that engages all of the senses, particularly kinesthetic, and develops gross motor skills)⁶⁷ and additional organized playtime with games and activities during recess.

II.B. Special Student Populations and Related Services

WHIN Community Charter school is deeply committed to meeting the needs of **all** our students and have created processes and procedures to ensure students with special needs and English Language Learners will have full meaningful access to participate and progress in the general education curriculum. Such services include:

1. Differentiated Instruction
2. Supplemental curriculum
3. Integrated Co-Teaching Model
4. Full Inclusion Model for ELL Students
5. Support for Parents and families

Differentiated Instruction: Differentiation is the watchword for teaching at WHIN. Teachers at WHIN learn to recognize the myriad learning styles and learning needs of all the students in their classrooms as a blend of whole-class, group, and individual instruction. A child-centered approach, differentiated instruction provides multiples approaches to content, process and product in an organic way. "In a differentiated classroom, the teacher plans and carries out varied approaches to content, process, and product in anticipation of and response to student differences in readiness, interest, and learning needs." The structures to support differentiated instruction will include flexible heterogeneous grouping informed by ongoing assessment as well as supplemental services such as tutors, reading programs and interventions. These services are based on recommendations by the CST and informed by student data that provide additional support and intervention to students whose needs are not met in the regular education setting. Student's disabilities and English language learners are taught in regular education classrooms to the greatest extent possible.

Supplemental curriculum: Administrators encourage and support teachers in understanding, developing plans, and meeting needs of all of their students, in some cases by tailoring or fine-

⁶⁶ <http://www.shapeamerica.org/prodev/workshops/physicalbest/physicalbestfaq.cfm>

⁶⁷ <http://www.dalcrozeusa.org/about-us/history>

tuning instruction for individual learners. Teachers will collaborate and plan regularly with ESL and Special Education teachers to ensure that the learning needs of their ELL and Special Needs students are being met so they can participate, progress and meet benchmarks in the general education curriculum. All of our Special Student Population policies and Related Services will align with all relevant state and federal laws and regulations.

Integrated Co-Teaching Model: In order to facilitate this process, WHIN will develop an integrated co-teaching model that allows teachers the flexibility to ensure that differentiation occurs for all students. Student performance data gathered through formal and informal observations, interim assessments and state test results will inform to inform classroom collaboration. The co-teaching model allows for some of the following types of collaboration between the two teachers:

- One Teach, One Observe: One teacher observes specific student characteristics while the other teaches.
- One Teach, One Drift: One teacher presents material to the class, while another circulates and provides unobtrusive assistance.
- Parallel Teaching: Teachers present material simultaneously, dividing the class into two groups.
- Station Teaching: Teachers divide content and split class into two groups. Each teacher instructs one group, and then the other.
- Alternative Teaching: One teacher instructs a large group, while another works with a smaller group needing specialized attention.
- Team Teaching: Both teachers work together to deliver content to the entire class at the same time.

We will support this co-teaching model with related service providers to utilize push-in model to maintain Least Restrictive Environment (LRE) and ensure services are aligned with curriculum. At full capacity, the faculty will comprise 32 instructors, creating a teacher-student ratio of 1:10 that will ensure that our ELL and Special Needs students have the necessary support to meet their needs.

Full Inclusion Model for ELL Students: WHIN anticipates having an ELL population that accurately reflects CSD 6's language learning needs and as such, structured our school to meet that need by using a full inclusion model. Through a full inclusion model we will implement many strategies including:

- Create an environment where learners feel secure and are comfortable taking risks
- Include the learners language and culture in the curriculum (including bilingual books)
- Teach the skills of listening, speaking, reading, and writing in an integrated way
- Use visual cues, graphic organizers, and manipulatives to represent, organize, and clarify concepts
- Use cooperative learning structures and information-gap activities where learners work together to complete tasks and meet the learning targets
- Link new information to prior knowledge

Support for parent and families: WHIN will include parents in every stage of their child's education and authentically partner with them to ensure each student and his/her family is comfortable in the WHIN community, receiving any necessary services to ensure student success, and is working in concert with WHIN teachers and administrators.

Response to Intervention (RtI): In alignment with the October 2010 "Response to Intervention: Guidance for New York State School Districts," our school will implement Response to Intervention (RtI) to ensure that all students, especially ELL and students with disabilities, are receiving high-quality, research-based instruction. Led by the DSP, the Child Study Team (CST) will be responsible to identify students who might qualify and benefit from IEPs or

accommodations, and may also initiate RtI as an action plan. RtI implementation will strengthen the quality of reading and core academics instruction as well as behavioral supports. RtI will also ensure that early and immediate interventions are applied so that no students fall behind.

<p>Response to Intervention (RtI) at WHIN</p>
<p>Tier 3 Interventions: Description: Individualized One-on-one instruction Probable Number of Students: 2-3 students per classroom Responsible Staff Member: DSP/ESL/SPED/Classroom Teacher/Learning specialist/Related Service Provider How Provided at WHIN: The ESL or Special Education specialist teacher works one-on-one with a student struggling with integrated literacy or mathematics. The teacher develops a lesson plan based upon the student’s IEP or in collaboration with the Academic Co-Teacher.</p>
<p>Tier 2 Interventions: Description: targeted support in small groups or individually to remediate instruction in reading or math for students performing slightly below average on assessments or based upon observation. Probable Number of Students: 5-10 students per classroom Responsible Staff Member: DSP/ESL/Special Education specialist/Academic Co-Teacher/Learning specialist/Related Service Provider How Provided at WHIN: An ESL or Special Education specialist works one-on-one with a student using push-in methods. The teacher provides a modified lesson task to help scaffold instruction in reading or math. The classroom teacher creates centers and provides homogeneous grouping so as to provide interventions for all students. Tier 2 students work on an activity developed specifically for remediation.</p>
<p>Tier 1 Interventions: Description: All instruction in all classrooms at WHIN will be differentiated for different learning needs and styles. Teachers will use research-based teaching techniques to directly teach content and language acquisition skills simultaneously. Teachers will directly teach phonemic awareness, phonics, fluency, vocabulary, and comprehension to build solid foundations in literacy and reading/writing for all students. Probable Number of Students: All students Responsible Staff Member: Classroom Teacher, ESL Co-Teacher, How Provided at WHIN: Teachers, Assistant Teachers, and ESL Co-Teachers will provide differentiation every day through small groups for literacy and math as needed to target individual learning needs.</p>

Students with Disabilities:

Staff and Services: WHIN will have a team of special education specialists to provide services for our students. In Year 1 we will have a Dean of Special Programs, who will oversee the collaboration between classroom/music teachers and related service providers and will make sure that related services are aligned to curriculum and the WHIN program, and a School Psychologist on staff, and will add a social worker one by Year 3. From Year 1 we will have 1 Special Education teacher per grade. By year 5, we will have a total of 6 Special Education teachers. The DSP Our school will contract with outside specialists to provide occupational therapy (OT), physical therapy (PT), and speech therapy services, depending on the specific requirements of our students’ IEPs. They will report to the DCI until year 3 when they will report to the DSP. We will strive to create the “least restrictive environment” for all our students; when possible, services will be provided by having special education teachers/specialists push-in into the homeroom classrooms. If the IEPs require pull-out, students will work with the requisite specialist in another room. In pull-out sessions, specialists will incorporate classroom curriculum content with therapeutic methods and individualized approaches. WHIN will work with CSE staff to provide a Related Service Authorization (RSA) in the case that the school cannot provide on-site the services the student requires.

In order to provide related services that are holistic and aligned with the WHIN philosophy and curriculum, related service providers will meet weekly with classroom teachers. Weekly meetings between classroom teachers and related service providers will allow service providers to share

progress on IEP benchmarks as well as provide strategies for teachers to utilize in the classroom to further support the needs of children with disabilities. Classroom teachers will inform related service providers of child's classroom performance, generalization of skills learned in therapy, and upcoming classroom content for the purposes of therapeutic planning.

Record Keeping and IEPs: WHIN will meet all the regulations and requirements of the Individuals with Disabilities Education Act (IDEA). We are aware that eligibility is determined by whether there is an identified disability that adversely affects a student's educational performance enough to require special education. We are also aware of the requirements to provide Free and Appropriate Public Education (FAPE) for public charter schools. In order to meet these requirements, WHIN staff will provide for the needs of previously recognized students with disabilities and actively seek to identify any previously unidentified qualifying students with disabilities. In accordance with FERPA, IEPs will be kept under lock and key and in password protected servers. A sign-out process will be instated to ensure that IEPs are seen only by those authorized by law to do so. IEPs are not allowed to be reproduced, photocopied or taken out of the school building.

Identifying Students with Disabilities: WHIN takes seriously the process of identifying students with disabilities. As an inclusive school, it is an essential part of our philosophy and culture to help make sure that students with disabilities flourish. A range of practices such as observation, consultation, team collaboration and assessment will be used to carefully and methodically investigate and determine whether a student requires modifications (504 plans) or special education services (IEPs) that go above and beyond the scope of general education. The main method used at WHIN for identifying students with disabilities is our three tiered RtI Process which, when used by the CST, will determine if general education offerings are sufficient or if a student might require special education services. In accordance with the "Child Find" requirements of IDEA, our school's CSP will be a multidisciplinary team led by the DSP and consisting of the School Psychologist, the Learning Specialists, SPED and Gen. Ed. teachers, who work together to identify students who might qualify and benefit from an IEP or accommodations.

CST Meetings: Child Study Team meetings will follow a protocol consisting of 1) RtI analysis 2) staff observations 3) clarifying questions from whole team 4) suggestions for accommodations or modifications 5) action plan 6) parent/ guardian notification. The teacher will strive to present a complete picture of the child in terms of interests, social/emotional development, academic performance, areas of strength, and areas of concern/challenge. The DSP will detail the RtI process including the student's responses. All of the members of the CST will then have an opportunity to ask questions in an attempt to further understand the child (not to determine what interventions have been tried by the teachers). The CST will review all data and determine next steps.

Post-Meeting: After the action plan has been implemented, a follow-up meeting will occur with the DSP, classroom teachers, school psychologist and other appropriate specialists. The meeting will determine whether a recommendation to the parents for a formal evaluation would be appropriate. At this point, the parent/guardian will be contacted to schedule a formal evaluation meeting. If the parent/guardian agrees to a formal evaluation, the DSP will contact the Committee on Special Education (CSE) for CSD6. The DSP will oversee careful communication and collaboration between the classroom teachers, school psychologist and the CSE staff to ensure that all anecdotal evidence and observations are passed on.

New Student with Existing IEPs: As part of the enrollment process, student records from previous schools will be required to secure a spot. After the student records have been received, the DSP will review the files to determine if the needs can be met. If it is determined that WHIN cannot

meet the needs of students, we will work with CSE and the parent/guardian to find the best place in the district for the student.

Annual Review of IEPs: In accordance with the law, WHIN will conduct annual reviews of IEPs to determine whether the IEP meets a child's needs, whether the child needs to be re-evaluated, whether the IEP needs adjustment/modification or whether the child should be declassified. Annual IEP reviews will be conducted in cooperation with both related service providers and family to ensure we are meeting the child's needs in a holistic manner.

Assessment of the Special Education Program: The ED, DCI, and DSP will review the special education program to ensure that students with IEPs are making progress towards goals. They will use assessment data, observations, and parent surveys to determine effectiveness of the program. Since most standardized assessments are not normed on bilingual children, and therefore not valid, we will focus on dynamic assessment, comparing progress over time, portfolio review of child's work, and detailed annual reports by specialists and related service providers.

English Language Learners:

Identification of ELLs: ELLs will be identified through both a Home Language Survey and follow-up pre-assessment evaluations administered for all new students. In accordance with New York state law, the Home Language Survey will be administered to newly enrolled students before they take the pre-assessment tests. The Language Assessment Battery-Revised will be administered for potential ELL students during the pre-assessment evaluation provided for all new students. The LAB-R will be used to determine a student's language proficiency level. Because of the high frequency of ELLs in CSD 6, all teachers will be trained in Sheltered English instruction methods meeting the requirements of state and federal law. ELL children struggle with both over and under-identification for special education services. Over-identification occurs when a child's lack of English proficiency is mistaken for a language or learning disability. Under-identification occurs when a child's poor academic performance is erroneously attributed to lack of English proficiency when an underlying disability is present. WHIN is committed to accurately identifying children for necessary services and interventions. Therefore we will consult with licensed bilingual speech-language pathologists and special educators to provide expert insight regarding bilingual language development.

Services: In accordance with the Commissioner's Regulation Part 154, students identified as ELLs shall participate in a Free Standing ESL program composed of a language arts instructional component and a content area instructional component. The program will be led and organized by the ESL teachers. The ESL program will be conducted using both push-in and pull-out. When using a push-in model, ESL strategies will be incorporated into classroom curriculum. In pull-out sessions, instructor will utilize curriculum content for ESL lessons. ESL teachers will meet weekly with classroom teachers to share strategies, progress, and content materials.

Evaluation of ESL program: The ED and DCI will evaluate the effectiveness of the ESL program through monitoring students' performance on the NYSESLAT exam. They will also use DIBELS, Wilson Foundations, and Fountas and Pinnell data to monitor growth and progress of ELLs throughout the year. Parent Surveys and informal weekly communication between teachers and parents will serve as another method to monitor growth. Based upon parent feedback and input, the ESL teachers and classroom teachers will make modifications and adjustments, in conference with ED and DCI.

II.C. Achievement Goals

WHIN has set rigorous student achievement goals as a means to ensure our mission is fully actualized and **every** student can overcome any obstacle and perform at or above grade level. Our students will be assessed regularly to meticulously evaluate academic performance against New York State standards, our scope and sequence, and curriculum plan. We will use absolute, comparative and growth-to-standard metrics to monitor individual student progress, assess the efficacy of the curricular program, and plan further instruction, interventions and/or professional development activities to achieve these goals. As the school progresses and our educational model is implemented, we plan to set higher absolute measures that will reflect the success of our model.

Goal 1: WHIN students will read and write at or above grade level.

Metric 1 (Absolute Measure): At least 80% of students who have been enrolled at WHIN for at least two full academic years will score at Level 3 or higher on the New York State ELA Exam.

Metric 2 (Comparative Measure): WHIN students will perform at least 10 points higher than students from peer schools in CSD 6 on the New York State ELA Exam.

Metric 3 (Growth Measure): Each year each grade-level cohort of students will reduce by one-half the gap between the percentage at Level 3 and 4 on the previous year's state ELA exam and 75 percent at Level 3 and 4 on the current year's state ELA exam.

Goal 2: WHIN students will perform in mathematics at or above grade level.

Metric 1 (Absolute Measure): At least 80% of students who have been enrolled at WHIN for at least two full academic years will score at Level 3 or higher on the New York State Math Exam each year.

Metric 2 (Comparative Measure): WHIN students will perform at least 10 points higher than students from peer schools in CSD 6 on the New York State Math Exam each year.

Metric 3 (Growth Measure): Each year each grade-level cohort of students will reduce by one-half the gap between the percentage at Level 3 and 4 on the previous year's state Math exam and 75 percent at Level 3 and 4 on the current year's state Math exam.

Goal 3: WHIN students will perform in social studies and science at or above grade level.

Metric 1 (Absolute Measure): At least 80% of students who have been enrolled at WHIN for at least two full academic years will achieve a score of 3 or 4 on the New York State Science Exam.

Metric 2 (Comparative Measure): WHIN students will perform at least 10 points higher than students from peer schools in CSD 6 on the New York State Science Exam each year.

Metric 3 (Growth Measure): A minimum of 75% of students will achieve proficient or advanced rating on the rubrics for a final project of their Expedition.

Goal 4: WHIN students will achievement in music.

Metric 1 (Absolute Measure): All students will perform in front of an audience as a member of an orchestra (or other musical ensembles such as a choir or an choir) at least 6 times per year.

Metric 2 (Absolute Measures): At the end of the year, all students will achieve proficiency in the school's music assessments based on the NYC Blueprint for Teaching and Learning in Music.

Metric 3 (Absolute Measure): At the end of the year, all students in grades 2-5 will score at least 80% on internal music assessments for instrument technique and musicianship,

Goal 5: WHIN will achieve Adequate Yearly Progress.

Metric 1 (Absolute Measure): Each year the school will attain a status of "In Good Standing" under the state's NCLB accountability system

Goal 6: WHIN will create and maintain a positive, student centered, and responsive school culture.

Metric 1 (Absolute Measure): 85% or more WHIN parents will rate WHIN Music Community School as a ‘safe’ school on the Department of Education’s Learning Environment Survey.

Leading Indicators: Because the state does not conduct test-based assessment before 3rd grade, WHIN will use the following metrics to evaluate student performance and gauge progress toward meeting our stated goals in the lower grades:

- *Absolute Measure:* a minimum of 80% of students in grades K-2 will perform at grade level in phonemic awareness, phonics, and vocabulary, according to First Performances Fox In A Box Assessment.

- *Absolute Measure:* a minimum of 80% of students in grades K-2 will achieve a level 3 or 4 on independent writing assessments based on school-created writing rubrics for each grade level and administered three times each school year.

- *Absolute Measure:* a minimum of 80% of students in grades K-2 will perform at grade level in mathematics, according to First Performances Fox Adds Up Assessment.

II.D. Assessment System

The WHIN Assessment System will be “part of a learning system for both students and adults, connected to curriculum, instruction, and professional development,”⁶⁸ following research-based assessment systems that use data to help improve the teaching and learning cycle.⁶⁹ In alignment with New York State CCLS, grade level expectations, and grade span expectations, our assessment system will continuously provide high-quality information on student performance to ensure that all students are making appropriate progress towards achieving mastery of academic content and student college and career readiness. The Board will have access to the disaggregated data of the needs of individual students, cohorts, and the school as a whole. The Board will use this data to oversee the educational plan and make sure WHIN is furthering its objectives (section I.A.) and Achievement Goals (section II.C).

Approach to Data Collection: WHIN believes in a holistic approach towards data and assessment. Multiple sources of data about student progress will be used to help develop interventions and action plans. The participation of instructional leaders, coaches, and teachers in the assessment process will help creating a high-performing professional learning community that focuses on student improvement. The DCIs will be responsible for ensuring that all assessments are aligned with the Common Core State Standards, New York State Law, and the relevant policies of the Board of Regents, including the New York State Testing Program and the various curricula and curricular frameworks used at WHIN. The DSP will work with SPED and ESL teachers to ensure that all SWD and ELL students are appropriately assessed, receive individual accommodations, and fully participate in the testing programs so that they can be held to the highest possible academic standards in alignment with the Individuals with Disabilities Education Improvement Act (IDEA) and No Child Left Behind (NCLB). Instructional leaders will provide PD sessions and meet regularly with teachers to select, design, and use performance assessments with fidelity.

Assessments: Below is a partial list of developmentally appropriate diagnostic, formative, benchmark, and summative assessments aligned with our curricular materials that will help us capture a well-rounded academic picture of each child.

⁶⁸ Linda Darling-Hammond and Beverly Falk, “*Teacher Learning Through Assessment: How Student-Performance Assessments Can Support Teacher Learning*,” September 2013, Center for American Progress.

⁶⁹ <http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>

Diagnostic Assessment: The goal of diagnostic assessments is to give a baseline for each of our new students and to inform interventions or enrichment from the very beginning of the school year. When students are first enrolled, they will take the *BRIGANCE Early Childhood Screens III* and *Home Language Identification Survey (HLIS)*. The BRIGANCE provides an accurate description of students' physical development, language, academic/cognitive, self-help, and social-emotional skills, which are critical predictors of school success. Kindergarten and first-grade students will be assessed again in December to assess their progress. Potential ELL students will be assessed on the Language Assessment Battery-Revised to determine their language proficiency level.

Formative Assessments: Teachers will use a variety of assessments throughout the year to obtain timely, accurate information about how successful students are at achieving the learning targets and use this data to immediately inform teaching and differentiated instructional strategies.

- **Teacher Observations and Students response to questioning/prompting:** Teachers will keep detailed notes of student performance and behavior during lessons, one-on-one conferencing, and small group interventions. They will also take notes while conducting conferences.
- **Performance-based Checklists and Expedition Learning Project Rubrics:** Teachers will use checklists and rubrics in all core academic and music subjects. Students' mastery of science and social studies standards will be measured through rubrics specifically developed for the Expeditions. The DCI will develop these during Pre-Operations and Year 1.
- **Preventing Academic Failure Assessments:** For K-2 students, we will use the PAF program to build their phonological and phonemic awareness, letter formation, and spelling. Their assessments will be used as part of the monitoring of development of literacy skills in grades K-2.
- **Computer based assessments:** WHIN will use computer based assessments that afford teachers, students, and families with immediate data to inform teaching strategies.
- **El Sistema Assessments:** Aligned with the Music Blueprint and the New York State School Music Association, the DoM will create in-house music assessments to monitor student progress in instrumental instruction and general music knowledge, respectively.

Benchmark Assessments: Teachers will use a variety of Benchmark assessments to measure a student's progress towards specific goals. Some examples are:

- **Item-Analysis:** Teachers, supported by the DCI, will create class based item-analysis' to track which domains within a given unit students are succeeding and which areas each student needs more support.
- **Fountas and Pinnel Literacy Assessment Tools:** Students will be assessed using the *Fountas and Pinnell Reading Benchmarks* three times a year to monitor individual student reading progress in the areas of decoding, fluency, vocabulary, comprehension, and cohort progress over time.
- **First Performances Fox In A Box Literacy Assessment,** a standard-referenced assessment based on developmental literacy goals for students in grades K-3, will be administered three times a year to determine growth in phonemic awareness, phonics, and vocabulary.
- **Preventing Academic Failure Assessments** will be used three times per year to monitor the development of literacy skills (including phonological and phonemic awareness, letter formation, and spelling) in learning disabled and struggling students in grades K-5, WHIN will administer three times a year.
- **Math Assessment Tools:** The DCIs will develop *TERC Math Curriculum* assessments for units of study for K-5. These assessments will be aligned with the Common Core Standards

and NCTM standards and will measure students' progress in mastering state standards and critical thinking skills in math.

- **First Performances Fox Adds Up Mathematics Assessment**, a criterion-referenced assessment based on the NCTM and CCSS for students in grades K-3, will be administered three times a year to assess students' mathematical development in Numbers and Operations, Algebra, Geometry, and Measurement.

Summative Assessments: Summative assessments measure the growth of students throughout the year or at the end of units of study. By accumulating this data over multiple years, summative assessments can track students and cohorts' growth throughout their K-5 careers.

- **New York State Exam:** All students in grades 3-5 will take these annual tests in ELA, Math. Students in grade 4 will also take the NYS Science exam. As a public school, WHIN will follow the guidelines for these exams and make sure students have the proper accommodations as indicated upon their IEPs.
- **New York State English As A Second Language Achievement Test:** All ELLs will take this annual exam to test their progress in English language acquisition. The results of this assessment will be used to determine whether students qualify for ELL services.
- **New York State Alternate Assessment:** The CSE determines eligibility for this assessment, and WHIN will comply with all IEP mandates. Students who qualify will be assessed annually on their progress toward mastery of learning standards through alternative grade-level measures.
- **Student Portfolios:** Assessment of student work (such as projects, essays, worksheets, and journal entries) is a powerful tool for tracking student progress and development. Beginning in kindergarten, teachers will guide students in the creation of portfolios that select the students' best work from throughout the year. Students will be encouraged to reflect on their growth and development by selecting the pieces they will showcase for their parents on Portfolio Days twice per year.
- **Grade 5 Capstone Project:** Students will complete their experience at WHIN with a project on a topic of their own choosing, on which they will become experts and finally present for their class.

Data Collection and Availability: The DCIs will be responsible for setting up and overseeing the school-wide assessment system (one will oversee the lower grades K-2 and the other the upper grades 3-5), including setting up an online, one-stop database. Spreadsheets will be used to gather assessment data, and the DCIs will oversee the timely submission of assessment data. After new assessment data is entered into the system, the DCIs will lead Instructional Data Team meetings, where they will work with the instructional coaches and teachers to analyze the data, discuss which students need support and decide what instructional changes, RtI strategies or PD sessions need to be implemented/administered to meet the benchmarks. The DSP will lead the Child Study Team (see. II.G.) meetings in analyzing assessment data, creating RtI student groups, scheduling teachers and setting benchmarks based upon the three levels of tiered support. Student assessment data will be kept confidential and will only be shared with parents through report cards (three per year), parent conferences (three per year), and Portfolio Days (two per year). The collaboration between instructional leaders, instructional coaches and teachers to link instruction, assessment, student instruction and teacher PD will help develop a professional learning community that will also ensure that all terminology and measures are explained using clear language to help parents understand how their children are doing.

Instructional Data Teams (IDT): The DCIs will meet weekly, during El Sistema blocks, with the DSP, instructional coaches (literacy, math, ESL) and teachers to review the most recent assessment

data, to check students' progress towards meeting CCSS in ELA and Math, to discuss any necessary action plans for re-teaching, and/or interventions, and/or enrichments. The results and findings of the Instructional Data Teams will be shared with all WHIN staff on Fridays (PD) in order to ensure that all teachers implement action plans for individual students and cohorts as a whole. In subsequent meetings, teachers will review the action plans and update them based upon the most recent data. The DSP will participate in these meetings whenever necessary to report back to the CST and to ensure that their strategies are aligned so all students have equal access to curriculum.

Tracking, Measuring and Reporting Individual and Cohort Progress over time: Individual progress will be shared through student portfolios that will be added to throughout the year by teachers and students. These portfolios will be shared three times a year during parent conferences and the data/artifacts in the portfolio will be used by teachers to write each child's standards-based, narrative progress report. The DCIs will also keep close track of cohorts of students over time by compiling data from each classroom and meeting with teachers to determine progress toward individual student learning goals. Grade level and cohort spreadsheets will be created for internal use and for sharing with the Board and the state as needed.

Use of Assessment Results: We firmly believe that assessment data is best used when they are informing key school decisions, improving academic outcomes for students, and form the foundation of communicating with students and his/her family. As such, WHIN stakeholders will use formative, benchmark, and summative assessments in the following ways:

Teachers:

- Inform classroom activities, learning strategies, and differentiation strategies for each learner
- Identify student specific and full class learning challenges based on advancement towards preset benchmarks, learning standards, and the curriculum
- Monitor the RtI process and revise intervention plans as needed
- Create, modify, and adapt lesson plans specifically designed to meet individual learning needs of *all* students
- Create and manage student groupings based on individual needs
- Collaborate with other teachers and school leadership
- Share with students so they can be aware of their successes as well as areas for improvement
- Facilitate communication with school leadership, parents, and other guardians

Administration:

- Evaluate and hold teachers and other school personnel accountable
- Identify classroom, grade level, and school wide academic trends including which classrooms are performing best and which ones need support
- Evaluate and make any necessary school improvements
- Monitor and evaluate the effectiveness of ELL and students with special needs services and make changes as needed.
- Closely monitor attendance, suspension, and discipline rates to ensure the school is equitable, safe, and responsive. Make changes as needed.
- Identify the development needs of teachers and other staff and plan appropriate Professional Development.
- Monitor the RtI process to ensure students are receiving the appropriate intervention and accommodations
- Identify students who may benefit from a CST referral, evaluations, changes to an existing IEP, and/or decertification
- Make fiscal and programmatic changes at the school level to meet the needs of students

- Report on progress towards school accountability goals

Board of Directors:

- Hold the Executive Director accountable for the success of the school and each learner
- Communicate WHIN’s successes and needed areas of growth with the NYS Education Department
- Monitor and report on progress towards school accountability goals
- Review, monitor, and approve school budget
- Hold the Executive Director and by extension the entire WHIN community, accountable to the mission, expected outcomes, and fiscal stability presented in this charter application.

New York State Education Department:

- Hold the Board of Directors, and by extension the entire WHIN community, accountable to the mission, expected outcomes, and fiscal stability presented in this charter application.

Students:

- Celebrate personal and peer successes
- Reflect on data and feedback as learning tools
- Demonstrate growth towards learning targets

Parents/Families:

- Monitor progress, attendance, and behavior on an ongoing basis
- Facilitate communication with teachers, school leaders, and his/her child
- Collaborate with teachers, school leaders, and his/her child towards meeting preset benchmarks, learning standards, and personal student articulated goals

II.E. Performance, Promotion, and Graduation Standards

Promotion Criteria: All WHIN students must demonstrate mastery of grade level skills and knowledge in core academic areas. Common Core State Standards and our Understanding by Design curriculum framework provide the necessary targets students must master to be promoted. Summative assessments will be used to assess each student’s progress towards unit mastery within each academic area. Daily formative assessments, our Response to Intervention (RtI) program, and school wide benchmark assessments will be used to identify struggling students early so we can implement the necessary targeted instruction to support each learners needs. As sharing qualitative and quantitative student data with parents is a key design element of WHIN, as soon as a student is identified as a possible promotion in doubt we will inform his/her parents and work with them to identify and implement the necessary steps to prevent failure. When a student is identified as being a promotion in doubt, grade level teams consisting of teachers, instructional coaches, and administrators will meet to review all available academic data, the instructional strategies already used, the student's response to instruction (if any), behavior, and attendance data. Based on this review process a recommendation to retain or not retain the student will be made. The final decision will be made by the Executive Director and DCI’s. Knowing that retention of students can have serious social-emotional ramifications on the psyche of students, retention will only be considered as a last resort. As such, administrators will require teachers to identify possible retention candidates by the end of January to discuss with the student's family, create and implement any additional academic strategies needed, and provide any additional accommodations before making a recommendation for retention.

Expectations for students with special needs: Students with IEPs and those in the process of evaluation will be promoted based upon the individualized criteria set out in their IEPs/individualized learning plans.

Exit standards: The following chart provides a sample overview of what students in Grade 2 and Grade 5 are expected to do before being promoted to the next grade. The English Language Arts and Math standards are aligned with the Common Core State Standards. The Science and Social Studies are aligned with the New York City K-8 Science Scope and Sequence and the New York City K-8 Social Studies Scope and Sequence. The Music Curriculum exit standards are developed in alignment with the Music Blueprint.

Mathematics	
Grade 2	Grade 5
<p><u>Operations and Algebraic Thinking</u> -Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.</p> <p><u>Number and Operations in Base Ten</u> -Understand that 100 can be thought of as a bundle of ten tens — called a “hundred.” Mentally add or subtract 10 or 100 to/from a given number 100–900. Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p><u>Measurement and Data</u> -Measure the length of an object by selecting and using appropriate tools</p> <p><u>Geometry</u> -Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>	<p><u>Operations and Algebraic Thinking</u> -Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</p> <p><u>Numbers and Operations in Base Ten</u> -Read, write, and compare decimals to thousandths.</p> <p><u>Fractions</u> -Add and subtract fractions with unlike denominators (including mixed numbers)</p> <p><u>Measurement and Data</u> -Convert among different-sized standard measurement units within a given measurement system and use these conversions in solving multi-step, real world problems.</p> <p><u>Geometry</u> -Classify two-dimensional figures based on their properties.</p>

English Language Arts	
Grade 2	Grade 5

<p><u>Reading</u> - By the end of the year, read and comprehend literature and informational texts in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Narrative Texts:</u> - Describe how characters in a story respond to major events and challenges. Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.</p> <p><u>Informational Texts:</u> -Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text</p> <p><u>Decoding/Word Study</u> -Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p><u>Fluency</u> -Read grade-level text with purpose and understanding. -Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing</u> -Write opinion pieces introducing a topic or book, state an opinion, provide support for that opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.</p> <p><u>Conventions of Writing</u> -Form and use the past tense of frequently occurring irregular verbs. Produce, expand, and rearrange complete simple and compound sentences</p> <p><u>Listening and Speaking</u> -Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i>.</p>	<p><u>Reading</u> - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p> <p><u>Informational Texts</u> - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><u>Decoding/Word Study</u> -Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><u>Fluency</u> - Read grade-level prose and poetry orally with increased accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing</u> -Write high-quality opinion pieces and informative texts. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><u>Conventions of Writing</u> -Recognize and correct a variety of mistakes such as inappropriate shifts in verb tense and incorrect comma usage.</p> <p><u>Listening and Speaking</u> - Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 5 topics and texts</i></p>
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El Sistema	
Grade 2	Grade 5
<p><u>Music Making</u> -Develop awareness of human expression through music making; discover their singing voices and build technique in singing and playing; show respect for their instruments, music materials, and learning environment</p> <p><u>Musical Connections</u> -Recognize parallel problem-solving strategies across disciplines; realize that music reflects composers’ emotions, ideas, imagination, and cultural context; students make connections between music and personal feelings.</p>	<p><u>Music Making</u> -Apply understanding of elements of music/become aware of themselves as musicians through performances, improvisation, and composition; build and apply vocal and instrumental technique; take responsibility for their instruments and learning environment</p> <p><u>Musical Connections</u> -Recognize and apply parallel problem-solving strategies across disciplines (i.e. applying arithmetical functions to the understanding of note values and</p>

<p><u>Community/Cultural Resources</u> -Identify music makers in their families, schools, and communities; attend live performances in their communities; share their musical experience with the school community.</p>	<p>meter); describe how music reflects composers’ emotions, ideas, imagination, and historical context; describe personal connections with a variety of musical styles. <u>Community/Cultural Resources</u> -Identify music makers and music-making institutions in New York City; attend live performances in New York City and extend their music-making experiences beyond the school community</p>
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Social Studies and Science	
Grade 2	Grade 5
<p><u>Social Studies:</u> Unit1: Our Community’s Geography -Students can answer the questions “How does geography influence where people live and why?” Unit 2: New York City Over Time -Student can answer the question “How and why do communities change over time?” Unit 3: Urban, Suburban and Rural Communities -Students can answer the question: “How are communities the same and different?” Unit 4: Families, Change, and Time: How are families the same and different? -Students can answer the question: “What is government and why do people need laws?” <u>Science:</u> Unit 1: Earth Materials: -Observe and describe the basic properties and components of soil: Living components and Nonliving components - Explore how erosion and deposition are the result of interactions between air, wind, water, and land. Unit 2: Forces and Motion - Observe and describe the position of an object relative to another object (over, under, on top of, next to). -Observe and describe how the force of gravity can affect objects through air, liquids, and solids Unit 3: Plant Diversity -Identify and compare the physical structures of a variety of plant parts (seeds, leaves, stems, flowers, roots); describe the basic needs of plants: Light, air, water, soil; observe that plants respond to changes in their environment</p>	<p><u>Social Studies:</u> Unit 1: Geography and Early Societies of the Western Hemisphere -Students can answer the question: “To what degree does geography determine culture?” Unit 2: European Exploration -Students can answer the question: “How do issues of power, wealth and morality influence exploration and colonization?” Unit 3: Comparative Case Study of Western Hemisphere Cultures -Students can answer the question: “How do key forces and events shape nations?” Unit 4: Western Hemisphere Today -Students can answer the question: “How does an interdependent region meet the challenges of modern living?” <u>Science:</u> Unit 1: Nature of Science - Formulate questions of scientific inquiry. Identify questions and formulate hypothesis design and conduct scientific investigations to answer those questions. Unit 2 Earth Science: -Investigate, record, and explain the variables that affect erosion and deposition; identify events that cause earth movements. Unit 3: Food and Nutrition -Recognize that humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health. Unit 4: Exploring Ecosystems -Observe and describe how plants use air, water, and energy from the sun to produce their own food.</p>

II.F. School Schedule and Calendar

The school schedule and calendar (see attachments 3a, 3b, and 3c) have been designed to reflect the School Mission (section I.A) and Design Elements (section I.B). The following is a sample daily classroom schedule for Monday-Thursday.

Time	Class Schedule (Monday-Thursday)	Minutes
7:30 – 8:00	Breakfast/ Recess/Prep	
8:00 – 8:15	Morning Meeting/Community Gathering	15
8:15 – 9:15	Literacy: Reading Workshop	60
9:15 – 10:15	El Sistema Music	60
10:15 – 11:15	Math Block	60
11:15 -11:35	Structured play	20
11:35-12:05	Lunch/Community Gathering	30
12:05 – 1:05	Literacy: Writing Workshop	60
1:05-2:05	El Sistema Music/Music & Movement/Quiet Time (K)	60
2:05-2:35	Math Block K-3 and El Sistema Continuation for 4-5 th grade	30
2:35-3:20	Physical Education/Fitness	45
3:20-3:30	Snack	10
3:30-4:30	Social Studies/Science Expeditions: Discovery-Based Lessons	60
4:30	Pack-up/Dismissal	

On Fridays students will be dismissed at 2:00pm (please see attachment 3a). Friday learning includes Expeditionary Learning Project Time, an interdisciplinary project-based class that will have students exploring the connections between Social Studies, Sciences and Music through the LTM model. Also, on Friday's time will be set aside to build community through staff, student, and recorded music performances. The final 30 minutes of the school day will be for reflection, academic review between students and teachers, and dismissal. Our school schedule provides more core instructional time throughout the year as required of other public schools, follows NYC Recommendations for instructional time⁷⁰ and meets NYC's minimum recommendations.

Total Weekly Minutes Per Subject Area	
Literacy	540
Mathematics	420 (K-3) 300 (4/5 th)
Social Studies/Science	300
Music/El Sistema	540 (K-3) 660 (4/5 th)
Community Building	230
Physical Education	180
Structured Play	100

⁷⁰ NYC Department of Education. Instructional time. http://schools.nycenet.edu/offices/teachlearn/Instructional_Time.pdf

Extended Learning Time: WHIN’s school day will run from 8AM-4:30PM Monday to Thursday and 8AM-2PM on Friday (see attachment 3a). This extra time will allow for more time on academic core content subjects and the El Sistema Music program. We have a total of 180 days of instruction.

El Sistema Music Block: The extended day will allow for two hours of daily El Sistema blocks (except Fridays) totaling 9 hours of music instruction per week. **7 hours per week** will be devoted exclusively to **El Sistema music instruction:** primarily ensemble instruction (choral and orchestral), music literacy, and instrumental technique; **2 hours** will be devoted to **Music & Movement**, a Dalcroze Eurhythmics-based class that uses physical response to music to redefine coordination between the ear, brain, and body, developing musicianship and musical imagination through joyful exercises. **Quiet Time:** During the second El Sistema block, kindergarteners will have a class based on Linda Baker’s “Quiet Time” curriculum, helping them connect their “inner selves and experiences to their outer learning process, while reducing situational stresses [through music].”⁷¹ This class will also help them get used to the extended day schedule.

More Time for Professional Development/Planning: The two El Sistema periods per day will provide classroom co-teachers precious hours to co-plan, analyze data in Instructional Data Teams (IDT) and/or Child Study Team (CST), and attend PD workshops (usually on Fridays). Teachers will have a total of approximately 208 total PD, planning, and data analysis hours, which will help develop a high-performing professional learning community (attachment 3b). Our schedule incorporates our key design elements: El Sistema music, music-infused curriculum (based on the LTM model), project-based learning (Expeditionary Learning) and Response to Intervention.

More Time for Supporting SWDs and ELLs: Our school-wide co-teaching model will allow learning specialists (literacy/math/ESL) to provide extra targeted intervention time by pushing in or pulling out students for small-group or one-on-one instruction with learning specialists. Detailed notes of interventions and students responses will be recorded and reviewed by special education teachers, ELL teachers and the CST team to ensure students with special needs are advancing towards meeting his/her goals.

More Time for Developing Community: The Morning Meeting time will allow teachers to explicitly model classroom behavior, conflict resolution, and social skills, and develop a sense of community and belonging. Monday and Friday will be used for a school-wide Community Gathering, framing the week’s work, common songs, chants and other musical activities. Friday Early Dismissal will offer time to reflect on the close of the week, review academic goals and assessments between students and teachers, and build community through staff, student, and recorded music performances.

More Time to celebrate learning through Student-led presentations and concerts: There will be two Portfolio Days (first Wednesday of February and June): student-led conferences where students present their work to their parents in an organized way and showcase their academic progress and growth achieved throughout the year.⁷² Grade 5 students will also prepare a Capstone Project, which will allow them to delve deeply into the research process on a topic of their choosing. In alignment with El Sistema principles, and to build student confidence through performance, our academic calendar will include at least five public performances and concerts including all students.

⁷¹ “*Quiet Time: An Environment for School Success*”, Linda Baker, Yale, New Haven Teachers Institute.

⁷² Berger, R., L Rugen, and L. Woodfin (2014). *Leaders of Their Own Learning: Transforming Schools through Student-Engaged Assessment*. San Francisco, Jossey Bass.

More Communication Time with Parents/Guardians: Teacher Planning time will be used to check-in with families about students on behavioral progress, academic growth, tardiness, absenteeism, or other relevant topics affecting the child’s achievement. The annual academic calendar provides for ample face-to-face time between teachers and parents/guardians. WHIN Curriculum Night, in early fall, will provide an overview of the academic curriculum for parents, and Parent Workshops will cover topics including project-based and El Sistema curricula.

II.G. School Culture and Climate:

WHIN will use the evidence-based practices of Responsive Classroom to develop a school-wide school culture heavily drawn upon the following three core values of El Sistema as described by Eric Booth: “1) Every child can learn to experience and express music and art deeply, can receive its many benefits, and can make different critical life choices as a result of this learning; 2) Effective education is based on love, approval, joy, and consistently successful experiences within a high-functioning, aspiring, nurturing community, and 3) Every child has limitless possibilities and the ability to strive for excellence; overcoming poverty and adversity is best done by strengthening the spirit, creating, and investing that affluence as a valued asset in a community endeavor to create excellence and beauty in music.”⁷³

Mission of Social Change: The motto of El Sistema is “Tocar y Luchar,” meaning “To play and to strive.” Just as El Sistema in Venezuela is a socially conscious youth development program that has enabled hundreds of thousands of youth to view themselves as “assets within the community,”

WHIN aims to develop citizen scholars who can imagine and work towards great futures. In the words of Eric Booth, WHIN “nurtures a powerful intrinsic motivation in learners, which fuels the ambitious work ethic and drives learners to deep commitment, to values and practices that change their lives over time.” This means that WHIN staff will work hard to develop students’ intrinsic (rather than external) motivation for tasks such as reading, writing, making music, and contributing to society. WHIN founding team believes that great academic achievement starts with the discipline to focus on the “small things.” WHIN will then support students so they can achieve “small goals” that will help them build the intrinsic motivation and skills necessary to achieve their aspirations.

Inclusive and Community-oriented: In the tradition of the El Sistema, WHIN strives to create a positive learning environment where all members feel welcome. This means that everyone at WHIN must show each other respect. Diversity is considered a treasure because everyone can learn from the differences that others bring. This value ties directly into our school inclusion policy for SWD and ELL students: WHIN strives to provide the least restrictive environment possible and make accommodations to learning activities so all students can equal access to curriculum. The WHIN Anti-Bullying Plan will ensure that students treat each other with respect and that teachers and families work in partnership to prevent and eliminate bullying.

Responsive Classroom (RC): A “general approach to teaching, rather than a program designed to address a specific school issue, Responsive Classroom is based on the premise that children learn best when they have both academic and socio-emotional skills.” These socio-emotional skills include “cooperation, assertiveness, responsibility, empathy, and self-control,”⁷⁴ all of which are required and fostered when a student becomes part of a musical ensemble. WHIN’s School Culture is based on El Sistema’s success in proving that playing in an orchestra or singing in a choir are highly efficient ways to instill children with a high sense of responsibility, honor, duty, cooperation, and participation. All administrators, teachers, and teaching artists will be trained in Responsive

⁷³ <http://ericbooth.net/the-fundamentals-of-el-sistema/>

⁷⁴ <https://www.responsiveclassroom.org/principles-and-practices-responsive-classroom>

Classroom to help promote these five qualities through classroom practices such as morning meetings and collaborative problem solving.

Student Community Building Rituals: Part of creating a strong school culture is instilling a sense of community in each and every classroom. WHIN will do that through the following strategies:

- **Morning Meeting:** Every day will begin with the classroom community gathered in a circle. Teachers will lead students in greeting each other and setting the tone for a productive, reflective day of learning.
- **Community Gatherings:** Twice a week, the morning meeting time will be used for a school-wide Community Gathering. This will happen on Monday and Friday as a way to welcome and dismiss the school community at the beginning and end of the week, respectively. Common songs, chants and other musical activities will be used to build the sense of community and dedication to the week's work.

Teacher/Staff Community Building Rituals:

- **Summer Teacher Retreat:** A three-week PD workshop that builds community and a spirit of collaboration among teachers. This sense of collaboration and cooperation is essential to establish so that teachers can learn to count and depend on each other throughout the year as they work together in planning, teaching, analyzing data, assessing students, and working with students and families.
- **Weekly Friday PD (2-4:30PM):** On-going instructional improvement is an essential part of the instructional cultural of WHIN and Friday afternoon is dedicated to teachers' Personal Learning Communities. Teachers get excited about learning new instructional practices that will help them improve their work in the classrooms. Teachers join PLC's as evidenced by administrative reviews and his/her choosing as detailed in section 1A above.
- **Parent Community Building Rituals:**
- **WHIN Parents' Organization:** WHIN will encourage and support parent input and involvement in the school by providing space and logistic support (one staff member that will be school's liaison) to create the WHIN Parents' Organization.
- **Student-led Teacher Conferences:** Parents should be given as many opportunities as possible to come to the school and see what their children are learning. Conferences are a positive experience used to help parents and teachers work together to support children's learning.
- **Curriculum Night and Parent Workshops:** Curriculum Night will be held in the early Fall Semester and provide parents with an overview of the curriculum. The Parent Workshops will be held on a variety of relevant topics presented by instructional coaches, learning specialists, guest speakers, teachers, and administrators, with built-in time for parents to actively participate.
- **Concerts:** Concerts are an exciting time for students to share their performances with their families and communities.

Discipline Policy: Prevention is Key

At WHIN, the majority of discipline work should occur through classroom management and before there is any conflict or problem in the school. For this reason, we will use some of the Responsive Classroom structures below, a research-based socio-emotional program, to help instill **positive discipline**:

- **Morning Meeting**—gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead. Songs and music will be an essential part of this period.
- **Interactive Modeling**—teaching children to notice and internalize expected behaviors through a unique modeling technique. El Sistema program through orchestral training will serve as a great vehicle to instill positive attitudes to children.

- **Academic Choice**—increasing student learning by allowing students teacher-structured choices in their work. Project Time blocks from Tuesday to Thursday are a good example of this type of strategy.

Anti-bullying plan with protocols for defining bullying, defining school’s sphere of authority, reporting bullying confidentially (when possible) to school administration and authorities (when necessary), providing consequences to offender for bullying, identifying target’s needs, school re-entry plan for offender, and providing staff development for preventing bullying.

School-wide Implementation of Discipline System: Teachers and Administrators are equally responsible for implementing the discipline system. Teachers generally handle daily minor infractions in their classrooms; bullying prevention and classroom management are key aspects of a teacher’s job description. WHIN will implement the following 3-step approach when dealing with any disciplinary infraction: 1. Reflection period (what happened and why); 2. Exploration of potential actions (to make sure the infraction doesn’t happen again); 3. Find short-term consequences that will help us make sure the infraction won’t happen again.

In our efforts to teach positive, life-changing discipline, the WHIN staff will employ the following strategies for minor infractions such as classroom outbursts, disrespect, tardiness, disobeying minor rules (see Attachment 4 for level 1 infractions):

- Verbal Warning
- Time-outs
- Buddy time-outs
- Loss of Privilege
- Reparations
- Verbal or Written Apology

For major infractions (see Attachment 4 for list of level 2 and 3 infractions), WHIN will use the following strategies, making sure to follow due process:

- Letter and/or phone call to parent
- Parent/Guardian meeting
- In/Out of school suspension
- Expulsion

Suspensions/Expulsions: When there is serious cause, the DCIs and/or the ED may suspend a student for a period up to five days; for the most serious infractions, the DCIs or ED may suspend a student for a period of more than 5 days and up to one year after the student has been found guilty in a formal hearing. At a student’s disciplinary meeting, the DCIs or ED will present to the parent or guardian witness accounts, documentation, and evidence justifying the decision for suspension. The DCIs will also allot time for informal response to the evidence from the parent/guardian. After hearing the parent/guardian response, the DCIs and/or ED will make a final decision about the consequence given. The DCIs and all staff members who witnessed the alleged violation of the Code of Conduct will participate in the hearing. For the hearing, the student will reserve the right to be represented by counsel, question witnesses, and present evidence. In the case that the DCIs and ED decide together that a student’s violation of the Code of Conduct justifies an expulsion, a hearing similar to the one detailed above will take place. Based on the evidence presented in the hearing, the DCIs and ED will make the recommendation to the Board of Trustees, who will reserve the right to make the final decision. The student’s lawful parents or guardians hold the right to appeal the decision to the Board.

Due Process: In the case of disciplinary action (suspension or expulsion) involving the removal of students from class or activities, parents will be notified. Students will be told of the charges against them and evidence will be presented; the student will have the opportunity to describe his/her version of the incident. In accordance with Federal due process law (*Goss v. Lopez*), in cases of suspension for a period of 10 days or less, students will be given oral or written notice of the charges against him or her. The parents/guardians will be notified as soon as possible via phone or email. If the student denies the charges, the school administrators or teachers will present the evidence held against the student. The student will be afforded the right to present his or her version

of the incident. For suspensions for more than 10 days and for the rare case of expulsion, students will be afforded full Due Process protections including the right to secure counsel, the opportunity to confront and cross-examine witnesses supporting the challenge, and the opportunity to call his or her own witnesses to verify his or her own version of the incident.

Discipline of Students with Disabilities: In accordance with IDEA, Students with an IEP or 504 plan are protected by certain rights when it comes to disciplinary action. That being said, all students are expected to follow the school rules. WHIN will consider the individual student, the student’s needs, and the student’s plans when making disciplinary decisions. If it is discovered that the behavior of a student with an IEP or a 504 plan is a manifestation of the student’s disability, then the student will be returned to class no more than 10 days of suspension. If the Manifestation Determination hearing finds that the student’s behavior was not a manifestation of the student’s disability, then the child may be disciplined in the same manner as a child without a disability.

Alternative Educational Activities: In the case of suspension or expulsion, alternative educational activities will be provided so that the student can continue to make academic progress.

Evaluating School Culture: As a data-driven school, WHIN will collect data on incident rates of different categories of behavioral issues. Teachers will administer student surveys in an effort to determine whether students feel safe and supported in their classrooms. This data will be taken seriously and administrators will work quickly and collaboratively to resolve any areas of concern.

III. Organizational and Fiscal Plan

III.A. Applicant Group Capacity

Founding Group - Relevant Experience, Skills and Proposed Role	
Anne Cohen - Music Specialist/ Team Leader Co-Curricular at Blue School	
Relevant Expertise and Experience	Proposed Role
<u>Elementary Education:</u> Music Specialist at The Blue School; Music Director, Grand Concourse Academy Charter School; Founding Music Teacher, Leadership Prep Charter School in Brooklyn. <u>Music Education:</u> Board Member of Kodály Organization of New York; Early Childhood Music Specialist at the Bronx House. <u>Curriculum Development:</u> Co-Curricular Team Leader at The Blue School; Developed music curriculum at Leadership Prep Charter School in Brooklyn. <u>Teacher Development:</u> Developed online teacher training programs/infant-Pre K curricula	Board Member
Gregory David - Head Teacher at Bank Street for Children	
Relevant Expertise and Experience	Proposed Role
<u>Elementary Education:</u> Head Teacher, 4th grade at Bank Street School for Children; Founding Head Teacher, Gift of Math at P.S. 84, JCC in Manhattan <u>Business Management:</u> Co-Founder of Paylon Corp., secured over \$30 million in venture capital, Portfolio Manager at WPG Farber Present Fund, LLP building a team and tripled assets to \$750M. <u>Leadership in Education:</u> Staff Council Co-Chair, and Brain-Based Research Committee at Bank Street College. <u>Charter School:</u> Board Member at The Tapestry Project, where he helps develop successful charter schools that reflect the best of New York City.	Chair, Board Member
David Gracia - Founder/Executive Director of WHIN Music Project	
Relevant Expertise and Experience	Proposed Role

<p>Non-Profit Management: Founder/Director of WHIN Music Project. Designed, developed, and implemented strategic planning, growing program from 50 to 500 students..</p> <p>Leadership: President, Orchestrating Dreams; Expertise in board/leader development, strategic planning, fundraising, finance, capacity building, developing school and community partnerships.</p> <p>El Sistema/Music Education: Adjunct Teacher/TA, Aaron Copland School of Music (Queens College); The Associated Music Teachers League Award in 2009. Trained in El Sistema as Abreu Fellow in Venezuela/Boston including curriculum development, evaluation and assessment.</p>	Executive Director
Robert Green - Project Manager of Systems Design	
Relevant Expertise and Experience	Proposed Role
<p>Finance/Operations: Audit Committee Chairperson/Board Member at Neighborhood Trust Federal Credit Union; Member of Technology Committee at National Federation of Community Development Credit Unions.</p> <p>Information Technology: 25 years of experience in systems and business process re-engineering.</p> <p>Music Education: Repertory Artist with Lincoln Center Education, has performed in over 100 schools/colleges since 2002. Sponsors include Weill Music Institute, Carnegie Hall Education, and Center for Arts In Education.</p>	Board Member
Kenneth L. Grover - Chair, Educational Leadership Department, Bank Street College of Education	
Relevant Expertise and Experience	
<p>Educational Leadership: Developed and facilitated the Wallace/Principals Institute Pipeline Program in collaboration with NYCDOE and the NYC Leadership Academy; Project SEND (Special Education Needs Distributed) Leadership Program in collaboration with Educational Leadership faculty.</p> <p>Public Education: 40+ years of experience in education as a teacher, assistant principal, principal.</p> <p>Educational Administration: Instructional Superintendent in NYCDOE supervising 45 principals and assistant principals, 15 elementary, intermediate and junior high schools with over 9,500 students; Deputy Superintendent supervising 38 schools with over 35,000 students.</p>	Board Member
Ivonne Norman - Attorney, Non-profit Board Member	
Relevant Expertise and Experience	Proposed Role
<p>Legal: Over ten years of litigation practice; Member of the American Bar Association.</p> <p>Board: Officer/Secretary at Orchestrating Dreams, an El Sistema-inspired program in New York City providing pro bono work for the organization.</p> <p>Community engagement: Educated in NYC public schools, strong supporter of the social advancement of immigrant communities in low-income neighborhoods.</p>	Board Member
Charlie Ortiz, Co-Founder of WHIN Music Community Charter School and Director of Academics	
Relevant Expertise and Experience	Proposed Role
<p>Educational Leadership: Director of Academics and Academic Specialist for the Harlem Children's Zone; Expressive Arts Village Lead, School Leadership team member, Teacher Mentor, and creator of the MBA Band Program, at Mariana Bracetti Academy Charter School (MBA); led several long term strategic initiatives involving SWOT analysis, multi-program logic models, and evaluation systems.</p> <p>Music Education: MAT in Music Education, certified K-12 music teacher (PA), taught K-12 general and instrumental Music for seven years in economically disadvantaged areas with a high percentage of ELL students, taught private music lesson to students from ages five to seventy five.</p> <p>Education/Leadership Training: Coro New York Leadership Center LNY27 Fellow</p> <p>Non Profit Leadership and Management: Co-Created a community offering free and reduced tuition to students that meet Title I status. Voting board member of COMHAR Integrated Health.</p>	Director of Curriculum and Instruction

Carmel Owen – Chief Development Officer, Paul Taylor Dance Company	
Relevant Expertise and Experience	Proposed Role
<u>Development:</u> Vice President, Leadership Giving at the New York Women’s Foundation having helped to raise almost \$20 million in donations in the past 18 months; Director of Major and Leadership Gifts at the Columbia Law School, raising \$140 million in 1999. <u>Leadership Development:</u> Advisor to the President, New York Women’s Foundation. <u>Non-profit Development Management:</u> Vice President of Development, Girls Scouts of the USA; Vice President of Development, Children’s Defense Fund. <u>Education:</u> Montessori Certified Teacher and M.S. in Education, Fordham University. <u>Music:</u> composer/lyricist/writer for Musical Theater, film, dance and art interests.	Board Member
Andrea Profili - Director of Orchestras at WHIN Music Project, OMP, UpBeat NYC	
Relevant Expertise and Experience	Proposed Role
<u>Music Education:</u> M.M. in Music Education from Converse College, Music Education (K-12) Certification; Music Director, Multicultural Music Group, developing orchestral program in public school residencies; <u>El Sistema:</u> Sistema/Abreu Fellowship at the New England Conservatory, Director of Orchestras at WHIN Music Project, UpBeat NYC, Opportunity Music Project. <u>Non-profit Management:</u> Training in leadership development, presentation skills, non-profit strategy, finance, resource development, evaluation and assessment, and education philosophy. <u>Orchestral/Choral Conducting:</u> Assistant Conductor of the Simón Bolívar Orchestra of Venezuela, Converse Opera, and the Spartanburg Philharmonic.	Board Member
Melissa Randazzo-Wagner, Speech Language Pathologist	
Relevant Expertise and Experience	Proposed Role
<u>Charter School:</u> Speech Language Pathologist and Speech Team Leader for speech, language and feeding disorders in charter schools/Head Start programs for ELL students. <u>Academia:</u> Clinical Supervisor at Marymount Manhattan College; Clinical Director at SLP Cambodia, PhD Student Communication Sciences and Disorders, M.S. Speech Language Pathology, Teachers College; Instructor at Pace University <u>Researcher:</u> Neurocognition of Language Lab, Teachers College; Developmental Cognitive Neuroscience Lab, Northwestern University. <u>Publishing:</u> Co-published article in Journal of Frontiers in Human Neuroscience (2013).	Board Member

Founding Group: Co-lead Applicant and proposed Executive Director David Gracia brought the WHIN Founding Group together to help further the school’s mission. There are two proposed Trustees that can also be candidates for key positions: Ms. Cohen as DoM and Ms. Randazzo-Wagner as DSP. Mr. Ortiz worked closely with Mr. Gracia in the preparation of this application providing expertise and knowledge for the educational plan and related sections. Mr. Ortiz has extensive training and demonstrated success managing education programs in economically disadvantaged areas. Additionally, his expertise and experience as a music educator and charter school leader affords the WHIN leadership team the skills and perspective needed to design and operate a high quality charter school. Mr. Gracia’s experience as Principal Intern at the Conservatory Lab is very valuable, as WHIN is modeled after the success of that school. Ms. Cohen has experience in music education at other charter schools in the city, including as a founding music teacher. Having previously worked for the WHIN Music Project, she knows El Sistema philosophy well and has deep understanding of how to integrate music within the classroom. Ms. Randazzo-Wagner has experience as a bilingual speech therapist in CSD6 in both charter and public schools, as well as in early childhood centers. If any of these individuals are interested in applying for a

position within the school, he or she will resign from the Board (in compliance with Article III, Section 3.5 of the By-Laws), apply for the position and then undergo an interview process like any other applicant. In compliance with the Hiring and Personnel Policies and Procedures (attachment 8a), the ED will select candidates who can objectively best serve the school's mission.

Development of School: Since the founding of the WHIN Music Project in August 2012, Mr. Gracia has come to see El Sistema as a much-needed model for the underserved communities of CSD 6. The rapid growth of this program, which started with just 50 students and currently serves over 200 students per week, inspired Mr. Gracia to create a music-centered elementary school modeled after his experiences at the Conservatory Lab. Mr. Gracia discussed this idea with Eric Booth, Senior Advisor to the El Sistema movement in the U.S. and a former faculty member at The Juilliard School of Music. Mr. Booth saw the idea both as an opportunity for the children in our underserved community and also as a replicable model to help close the achievement gap in similar communities. After presenting our idea to hundreds of parents, pre-school directors, school leaders, music educators, elected officials, and other leaders in the community, it is clear that there is vast community and institutional support for this educational initiative. To serve the demand of this community, Mr. Gracia has carefully selected the applicant group, incorporating some of the experienced members of the existing WHIN Music Project network. The members of this group were selected based on their alignment with our mission, their relevant expertise to run a high-quality charter school and their commitment to provide guidance and oversee the school's educational, organizational and fiscal plans.

Planning of School: At the outset of this process, Conservatory Lab Head Diana Lam shared with lead application author David Gracia the development of that school's educational model, identifying best practices. With this information, his own experience at Conservatory Lab, and a passion for the ideas Conservatory Lab embodied, Mr. Gracia developed a mission, vision and plan to implement this proposed school. Mr. Gracia reached out to his network in the community, in the city and across the country to gain feedback and add inspiring individuals to the project. As the former principal intern at Conservatory Lab, Daniel Schulte had deep knowledge of its curriculum, professional development, school culture and data collection practices. Together, he and Mr. Gracia worked on a previous version of this application for this school, with Mr. Schulte working as a paid consultant. Based on SED's feedback on our last application, Mr. Gracia has also consulted with other members of the founding board and invited Charlie Ortiz onto the team in order to address SED findings and strengthen our application.

III. B. Board of Trustees and Governance

Board Governance Responsibilities and Relationship to the Board of Regents: The Board of Trustees (BoT) will be responsible for ensuring that the school complies with all legal, fiscal and programmatic requirements consistent with WHIN's charter, including all applicable federal and state laws. The BoT will also be responsible for overseeing the school's performance in achieving its educational mission. The BoT understands that as a school authorized by the Board of Regents chartering entity, WHIN must meet the benchmarks outlined in the Charter School Performance Framework and must meet all deadlines for required reports. WHIN welcomes visits by inspectors, consultants, members or other guests from the Board of Regents and looks forward to a strong working relationship with the Regents and the NYSED.

Proposed Governance Structure of WHIN: The proposed Board has the necessary range of skills and experience to guide WHIN in its efforts to fulfill its mission. These skills include experience and expertise in general, special, and bilingual education, as well as in educational leadership, curriculum development, non-profit and business management, music education, finance, law, and technology.

Anne Cohen (Initial Term: 2 years) - Expertise in elementary and music education, curriculum and teacher development. Music specialist at the Blue School and Music Director at Grand Concourse Academy Charter School. **Gregory David (Initial Term: 3 years)** - Expertise in business management, elementary education, educational leadership. Head 4th grade teacher at Bank Street School for Children. Board member of The Tapestry Project to help create innovative and progressive charter schools in NYC. **Robert Green (Initial Term: 3 years)** - Expertise in financial and operational management, informational technology, music education. Audit Chair and Board Member of the Neighborhood Federal Credit Union. **Kenneth Grover (Initial Term: 4 years)** - Expertise in public education, educational leadership and administration, leadership development. Chair, Educational Leadership Department at Bank Street College of Education. **Ivonne Norman (Initial Term: 4 years)** - Expertise in law, nonprofit board, community engagement. Current Secretary of the Orchestrating Dreams, umbrella organization of WHIN Music Project. **Carmel Owen (Initial Term: 3 years)** - Expertise in development having served as Vice President of Leadership Giving at the New York Women's Foundation; as Director of Major and Leadership Gifts at the Columbia Law School, she raised \$140 million in 1999. **Andrea Profili (Initial Term: 4 years)** - Expertise in Music Education being certified in music education and having served as Music Director at Multicultural Music Group, developing orchestral program in public school residencies. **Melissa Randazzo-Wagner (Initial Term: 2 years)** - Expertise in brings expertise in Special Education having served as a Speech Language pathologist in charter schools/Head Start programs for ELL students. Three prospective Trustees live in CSD 6 in NYC, and two of them are parents who reside in CSD 6 and whose children will be eligible to attend WHIN. In addition to the individuals listed above, there are several potential candidates for the Board of Trustees with experience in real estate, charter school management and dual language education; such experience would complement the experience and skills of our founding Board.

Election: Trustee candidates must be nominated by a sitting Trustee. No person who has a conflict of interest prohibited under Sections 801 through 806 of the General municipal law may serve. Trustees will be elected by majority vote of the sitting Trustees. The Board shall never have fewer than five Trustees, and it will endeavor to have at least one Trustee who qualifies as a "financial expert" according to item 407(d)(5)(i) of the Securities and Exchange Commission's Regulation S-K. Initial terms of the Trustees range from two to four years to limit large, simultaneous turnover.

Officers: Officers of the Board will have the following general responsibilities and such powers as the Board may prescribe: the Chairperson is responsible for the general supervision, direction and control of the affairs of the school; the Treasurer will oversee the school's ongoing fiscal condition by helping to create strict internal fiscal control policies; the Secretary will be responsible for keeping the minutes of Board meetings and interpreting the Bylaws (see attachment 5b) in the case of a dispute.

Committees: The BoT is responsible for establishing and reviewing organizational, institutional and educational policies to ensure that WHIN is accomplishing its mission. In order to govern and oversee the fiduciary, legal and instructional activities of the school, the Board will maintain the committees listed below, and will be at liberty to create committees it deems necessary:

- **The Executive Committee**, led by the Board Chair, will support the Board with general responsibilities and will regularly interact with the ED regarding the school's academic, financial, and administrative performance between Board meetings. The Committee will engage in orienting prospective Board candidates to ensure that Board composition reflects and strengthens ties with the community served by the school. The Committee will assess the performance of the ED based on the job description, the ED's annual goals and the school's overall goals.

- **The Finance Committee**, chaired by the Treasurer, will coordinate the Board's financial oversight responsibilities and along with the ED will: (i) review and provide recommendations regarding the school's annual budget reflecting short- and long-term plans of the school for approval by the entire Board; (ii) review and provide recommendations regarding the school's financial performance; (iii) assist in oversight of WHIN's external and internal audit; (iv) work with the DoO to meet WHIN's annual goals and fiscal health.

- **The Program Committee** will monitor the school's accountability goals for student achievement. In coordination with the ED, the Committee will: (i) advise the Board on the school's performance in core activities of teaching and learning; (ii) recommend to the Board the adoption of academic policies to help fulfill the school's mission; (iii) receive and review reports on academic performance created by the DCIs; (iv) work with the DCI's to meet WHIN's educational goals.

Board Oversight of the Executive Director (ED): The Board will delegate authority for day-to-day operations of the school to the ED and report directly to the Board by using assessments of the following categories: academic performance, student participation, family satisfaction, financial stability, and compliance with the charter agreement and all relevant laws and regulations.

Oversight of Academic Programming: Academic performance will be assessed based on the goals outlined in section II.A., and the assessments outlined in section II.D. The ED will work closely with the DCIs to develop monthly reports for the Board on the school's progress in meeting its academic benchmarks. A more detailed report on each grade's performance will be presented to the Program Committee for a specific assessment on overall student performance.

Fiscal Oversight: The ED will work with the DoO and other staff to develop monthly reports that will reflect the school's fiscal position and projected budget for subsequent years. The ED will meet with the Finance Committee monthly to present this report and to discuss fiscal policies and protocols that will help the school to have a sound fiscal plan. The Finance Committee will periodically meet with auditors regarding the school's financial performance. Other responsibilities of the Board include: electing and removing Trustees; appointing, removing, and setting compensation for the school's Leadership Team; acting as trustee under any trust incidental to the school's purposes; acquiring/holding/disposing of property for the school; and indemnifying and maintaining insurance for the school's Trustees, employees, and agents.

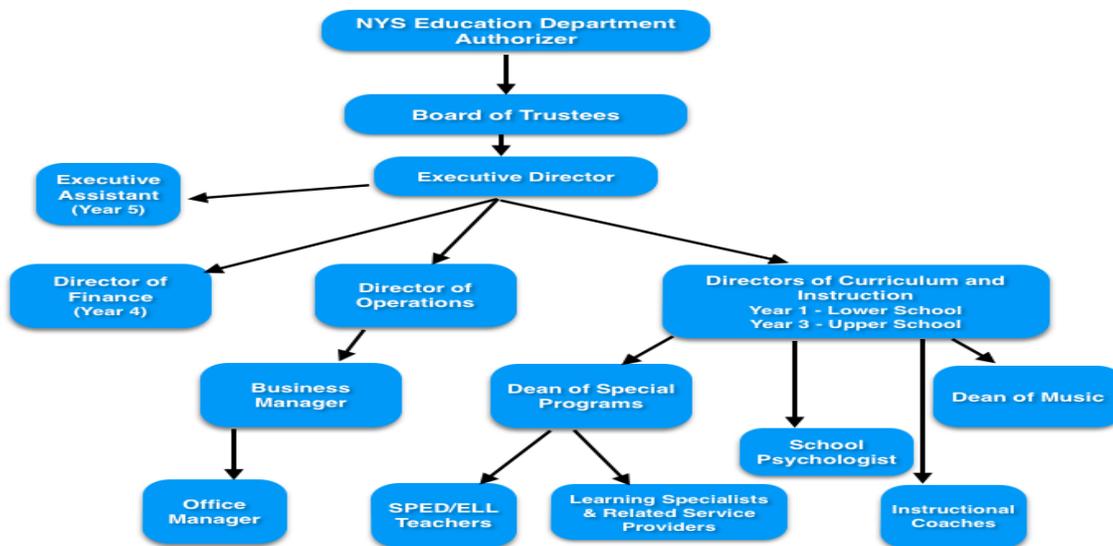
Board Meetings, Parents and Staff: Monthly Board meetings will be held at the school (or at any other reasonably convenient place the Board may designate), and will follow an agenda developed by the Executive Committee. Board meetings will adhere to the Open Meeting Law, and will include an oral or written report, a financial report by the ED, and opportunities for public comments. Parents and teachers will be welcome to attend Board meetings as an opportunity to directly address the Board with concerns. Meeting times will be announced in English and Spanish to parents, staff, and the general public one week prior to their occurrence. Minutes of Board meetings will be posted on the school's website and copies maintained at the school office. The Chairperson, Secretary, or Treasurer may call for a special meeting of the Board of Trustees at any time, as may any three Trustees at any time with a written demand.

Recruitment, Selection, and Development of Board of Trustees: To recruit future Trustees, the applicant group will search for individuals with expertise in a variety of industries to ensure the Board's capacity to oversee, advise and help strengthen the leadership of the school to fulfill its mission. The process for nominating and approving new Board members will be as follows: 1) When a potential trustee is recommended to the Board, a member of the Executive Committee will contact the potential trustee to explore his or her background and qualifications; 2) if the potential trustee may be a good fit for the board, he or she will be asked to visit the school and attend a board meeting. The Board will explain the expectations for Trustees and will highlight the prospective

Trustees' specific skills that will help address the Board's and the school's needs; 3) the potential trustee will be presented with a Board application, a description of the role and its responsibilities, an accountability plan, information on the charter itself; 4) if it is determined that the potential trustee is philosophically aligned with WHIN's mission and possesses useful capacities to serve on the Board, the Executive Committee will recommend his or her approval to the full Board. Prospective Board members will be evaluated based on skills, expertise, teamwork, participation, available time commitment, energy, philosophical alignment and potential conflicts of interest; 5) the Board will vote to accept or reject the approval of the new trustee; 6) if approved, the new trustee will be presented with a Board binder that includes the school charter, by-laws, code of ethics (see attachment 5c), personnel policies, financial statements, and other relevant documents. Given the uniqueness of WHIN's educational model, the Board must not only govern efficiently, but must also understand, experience and believe in the school's mission. To facilitate this, Trustees will be expected to visit the school while in session at least twice during the school year unless circumstances make it impossible for them to do so. In consultation with the ED, the Executive Committee will create a self-evaluation rubric for Trustees and the ED to assess the Board's performance.

III. C. Management and Staffing

The chart below illustrates our management structure and personnel reporting responsibilities at full capacity. Responsibilities and qualifications for key positions are provided in Attachment 8a.



Organizational Structure: The **Board of Trustees (BoT)** has the ultimate responsibility for overseeing that all aspects of WHIN comply with local, state, and federal requirements, as well as its own internal rules and bylaws. It also has the authority and responsibility to receive and require any and all documentation, data, reviews and reports necessary to make informed judgments about the school's operations. The **Executive Director (ED)** will be the chief executive officer of the school and report directly to the BoT. Along with the ED, the **Executive Leadership Team (ELT)** will be comprised by one **Director of Operations (DoO)**, two **Directors of Curriculum and Instruction (DCI)** (one for K-2 grades and the other for 3-5 grades, the latter one added in Year 3) and (beginning in Year 4) one **Director of Finance (DoF)**; all of these officials will report to the ED. The ELT will hold weekly meetings as necessary to ensure alignment between the educational, operational, organizational and financial divisions of the school. This distributed leadership will also help each division to achieve greater organizational efficiency.

Specialized staff will support the ELT. The DoO will ensure WHIN's operational soundness, legal compliance and fiscal health (Years 1-3) with the support of a **Business Manager** and an **Office Manager**. In Year 4, a DoF will be added to take over WHIN financial management and fiscal health, freeing up the DoO's schedule so he or she can focus primarily on the operational soundness of the school as it approaches full capacity (324 students) in Year 5. The DCIs will be the primary instructional leaders of the school and will be supported by: **1) The Dean of Special Programs (DSP)**, who will be responsible for the implementation of a fully inclusionary model that serves the needs of all students including, but not limited to, implementing students' IEPs. In that regard, he/she will supervise the ESL/SPED faculty, Learning Specialists as well as of the Related Service Providers and will work with them to ensure that SWD, ELL and FRPL students have equal access to the curriculum and quality instruction; **2) The Dean of Music (DoM)**, who will be responsible for the El Sistema music program and the integration of music in the academic curriculum through the Learning Through Music (LTM) framework. The DoM will oversee the teaching artists, work with the Director of Special Programs to make sure all students have equal access to the music curriculum and work with the DCIs and faculty to make sure the implementation of LTM is aligned with the CCLS; and **3) The School Psychologist (SP)**, who will work with students, teachers, and parents to create a safe, healthy, and supportive learning environment that strengthens connections between the home, the school, and the community. The DSP, DoM, and SP, as well as all teachers, learning specialists and related service providers, will report to the appropriate DCI depending on the relevant grade level.

Management Roles: The lead applicant, David Gracia (see resume in Attachment 8b), is the proposed **Executive Director (ED)**, who will handle the day-to-day management of WHIN under the oversight of the Board. The ED is the administrative and policy leader of the school and will be responsible for establishing a positive school culture. The ED will also be responsible for maintaining the vision, high ideals and academic and musical goals set out by the Board and in the Board of Regents charter; to this end, he will ensure that the school is properly staffed and funded to achieve its academic goals and will report to the Board on the school's progress. He will also be the public face of the school, bearing responsibility for developing communication with parents, community organizations, elected officials and preschool programs in order to meet WHIN enrollment targets (see I.C.). Due to his expertise and experience in El Sistema, Mr. Gracia will oversee the implementation of the El Sistema music program throughout the school and will provide professional development and guidance to the DoM and teaching artists. Furthermore, he will actively participate in curriculum development, especially regarding the LTM framework. Mr. Gracia is highly qualified to be WHIN's executive director, as summarized in Section III.B. The **Director of Operations (DoO)** will ensure WHIN's operational soundness, fiscal health, and legal compliance. Furthermore, the DoO will be responsible for the safety and wellbeing of all students; this responsibility includes ensuring compliance with Special Education regulations, ensuring that special accommodations are made for ELLs, and providing PD workshops on school health policies and procedures. The DoO will also oversee other policies and procedures, such as operations for vendors, hiring consultants, and outsourcing vital services as needed. The **Directors of Curriculum and Instruction (DCI)** will be the school's primary instructional leaders, responsible for overseeing the development of the curriculum, supporting teachers to increase their effectiveness, and maintaining all student assessments and progress. The DCIs will be responsible for implementing the WHIN curriculum, which includes developing a protocol within our school, training teachers in the use of the educational curricula and instructional models, and overseeing their use by monitoring assessment and other data to refine its role in the classroom and broader curriculum with the goal of achieving our academic objectives. The DCIs will ensure the

alignment of the music-infused academic curriculum with the CCLS and the Blueprint. They will use assessment data to develop and implement PD sessions for the staff, conduct observations around the school, provide feedback and assist with modeling lessons to ensure teachers receive the requisite amounts of training in curriculum and assessment tools.

The **Director of Finance (DoF)**, starting in Year 4, will ensure WHIN's fiscal health. This responsibility includes preparing annual budgets, supporting the annual auditing process, working along with the other members of the ELT, managing day-to-day finances, and conducting accurate and timely billing to ensure adequate cash flow.

Staffing Plan:

Ensuring that the Teacher Body Reflects School Growth: In Year 1 our teaching staff will have eight classroom teachers to facilitate our co-teaching model with a student-to-teacher ratio of 13.5:1. These include four General Ed. teachers (one per classroom), two SPED teachers (one per grade) and two ELL teachers (one per grade). Teacher faculty will gradually grow with the school to reach a maximum of 24 teachers serving 324 students in Year 5. At the classroom level, our budget allocates sufficient resources to ensure that as the school grows it maintains: (i) a student-to-teacher ratio of 13.5:1; (ii) an SPED student-to-teacher ratio of no more than 9:1; and (iii) an ELL student-to-teacher ratio of no more than 17:1, when including learning specialists.

Funding Our Educational Program To Serve The Needs of Our Students: Our staffing model and the budget allocation are built upon these core elements of our curriculum: 1) rigorous academic instruction, which requires that two DCIs provide teachers with the necessary support to improve student learning and develop a high-quality co-teaching model; 2) supervision of the El Sistema music program and interdisciplinary music curriculum by the DoM, who will lead a faculty of teaching artists which will grow from 4 teaching artists in Year 1 to 12 teaching artists in Year 5; 3) a fully inclusionary model in which the DSP will ensure that SWD and ELL students have equal access to the curriculum through the RTI model and other interventions; and 4) a professional learning community in which instructional coaches will work with the DCIs to train teachers in our curricula and instructional models. Additionally, in Year 1, learning specialists (literacy, math and ESL) will spend 20 hours per week providing student interventions and working with teachers. By Year 5 there will be 3 full time learning specialists. Furthermore, a School Psychologist will work alongside the DSP, learning specialists and related service providers to create a nurturing environment where SWD and ELLs can thrive.

Teachers: WHIN strives to build a diverse and collaborative team of high-quality teachers and teaching artists who will ensure the development of WHIN's innovative music-centered curriculum. In order to attract great talent, WHIN will offer a supportive environment for teachers where creativity and collaboration will be highly encouraged and rigorous academic standards will be maintained. WHIN's planning sessions and co-teaching opportunities will involve the sharing of content, resources and strategies, which can promote collaborative research in education.⁷⁵ Our founding team believes that many educators and musicians will want to become involved in WHIN's groundbreaking work in the field of music-integrated education. WHIN will offer competitive salaries based on the DOE pay scale plus a comprehensive benefits package with an annual 4% increase. Moreover, WHIN plans to build internal capacity by promoting senior teachers into leadership positions, allowing interested teachers to grow professionally with the program as a way to build a high-performing educational community. Below is our staffing chart:

⁷⁵ Serrano Pastor, (2013).

Staff	Pre-Opening	Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director	1.0	1.0	1.0	1.0	1.0	1.0
Directors of Curriculum and Instruction	1.0	1.0	1.0	2.0	2.0	2.0
Director of Operations	1.0	1.0	1.0	1.0	1.0	1.0
Director of Finance	-	-	-	-	1.0	1.0
Dean of Music	-	1.0	1.0	1.0	1.0	1.0
Dean of Special Programs	-	1.0	1.0	1.0	1.0	1.0
Business Manager	-	1.0	1.0	1.0	1.0	1.0
Office Manager	-	1.0	1.0	1.0	1.0	1.0
Executive Assistant	-	-	-	-	-	1.0
Learning Specialists	-	0.5	0.5	1.0	2.0	3.0
School Psychologist	-	1.0	1.0	2.0	2.0	2.0
General Education Co-Teachers	-	4.0	6.0	8.0	10.0	12.0
Special Education Co-Teachers	-	2.0	3.0	4.0	5.0	6.0
ELL Co-Teachers		2.0	3.0	4.0	5.0	6.0
Instructional Coaches	-	0.5	0.5	1.0	2.0	3.0
Music Teaching Artists		1.0	1.5	2.0	2.5	3.0
Physical Education	-	0.25	0.25	0.5	0.75	1.0
Total	3.0	18.25	22.75	30.5	38.25	46

III. D. Evaluation

A school quality review (SQR) will take place once per year with an outside consulting firm to evaluate the effectiveness of the WHIN program in a variety of respects, including leadership, teaching and learning, school culture and climate, and finance and operations. The Finance Committee will participate in the annual review administered by Charter School Business Management (CSBM) that evaluates the effectiveness of the Operations and Finance sectors. The DOE Annual Progress Report card and the feedback taken during annual site visits from the State Educational Department will be taken into account to evaluate the educational program.

Teacher Evaluation: To make teacher evaluation a useful tool to improve student learning, WHIN will use the following components in teacher evaluations:

Individual Goals: Teachers and evaluators will meet three times during the year to discuss teacher goals and growth towards achieving them, and review evidence from the teacher’s work, including photos, student work, and peer observations (see Section III.E.).

Formal Observations: The instructional leader will record the lesson and provide feedback on instructional practices and student learning. Teachers will have to reflect on this feedback, write a formal reflection, and address the topics at the next meeting/formal observation.

Informal Observations: School administrators and instructional coaches will regularly visit classrooms and give feedback to teachers about their classroom performance. Informal and formal observations will be part of the teacher portfolio used for teacher evaluation.

Teacher Portfolio: Examples of lesson plans, notes from informal observations, reflections from PD sessions and individual goals meetings, and write-ups from co-teaching meetings and professional learning groups will be compiled by teachers as authentic examples of their growth over time. The portfolio will be used as an element of their evaluation.

Formal Evaluation: Three times per year teachers will be formally evaluated using the four domains of the Danielson Framework for Teaching Components:⁷⁶ Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities. All teachers will receive formal feedback through a three-phase supervision cycle. The three phases of the process will be: a planning meeting, observation drop-in, and follow-up meeting. All steps of the supervision cycle will be documented and recorded. The school administration will make it clear to all new teachers that student assessment will be a factor in their end-of-year evaluations. Administrators will provide evidence-based feedback for teachers and follow all federal and state laws for professional supervision. The administration will use a balanced approach to evaluate a teacher's performance that takes into consideration student diagnostic assessment baseline data and the teacher's progress and effort in making strides towards implementing the improvement plan. Teachers will be evaluated using the categories of Highly Effective, Effective, Developing, and Ineffective. Personal Improvement Plans (PIPs) will be created as part of the evaluation process for teachers rated "developing" or "ineffective." Teachers rated "developing" or "ineffective" will receive tailored PD support to fulfill the requirements of the PIPs and to meet mutually agreed benchmarks. Copies of teacher evaluations will be given to teachers and kept in their professional files.

Student Growth: At the beginning of each year, the DCIs will select a diverse sampling of students from each class and monitor their progression by using formative and summative assessment tools and periodic reviews of the students' portfolios of work. At the end of each year, the DCIs will use the data from student growth analysis as one component to measure teacher performance.

Evaluation of the Executive Leadership Team (ELT): At the beginning of each year, the Board and the ELT will create annual internal goals for the organization geared towards meeting the specific benchmarks and measures set within the New York State Board of Regents' and New York State Department of Education's Charter School Performance Framework. The Board will conduct an annual evaluation of the Executive Director focused on academic achievement, financial stability, and operational soundness. At the beginning of the year, the Board and the Executive Director (ED) will establish measurable process and outcome goals for the year. The ED will prepare a self-assessment based on these metrics and present it to the Board. The ED's performance review will include input from teachers and staff, families and students, as well as assessment results, enrollment and attendance data, parent, teacher and student satisfaction surveys results, budget information, and audit results. The ED will evaluate the Directors of Curriculum and Instruction once a year looking for positive growth trends to determine whether they are helping students and teachers improve the teaching and learning cycle. This evaluation will comprise

⁷⁶ Danielson 2013 Rubric. Adapted to New York Department of Education. Framework for Teaching Components. <http://schools.nyc.gov/NR/rdonlyres/8A4A25F0-BCCE-4484-9311-B5BB7A51D7F1/0/TeacherEffectivenessProgram1314Rubric201308142.pdf>

student formative assessment data from across the school year, teacher evaluations, and parent, teacher and student satisfaction surveys, compared against the DCIs' individual goals. The ED will evaluate the Director of Operations by looking at the operational and financial performance data gathered from the annual evaluation of the educational program. The DoO will be evaluated based on the annual internal goals pertaining to operations and finance. The ED will also evaluate how well the DoO met his or her own individual yearly goals. These evaluations will be discussed with the Board at board meetings.

Evaluation of Family/Parent Satisfaction: Partnership with families will be essential to our evaluation process. WHIN will collect parent/guardian and family feedback through the Parents' Association, the Family/Parent School Survey, and the annual NYCDOE School Survey on the school's record of serving their children. This parent input will be shared with staff, and an action plan will be created to work on areas for improvement.

Annual Audit and Annual Reports: Either members of the board or an outside organization will conduct annual audits of all administrators and of program policy implementation to ensure adherence to the school's charter and fiscal solvency. WHIN will submit annual reports documenting progress to state authorities in compliance with all relevant requirements.

Evaluation of Board of Trustees: The Board will develop a method of self-evaluation, including measures of Board adherence to WHIN's mission and vision, attendance and participation, fiscal responsibility, handling of complaints, and overall contribution to the school. The Board of Trustees will create an evaluative group assessment tool to determine their effectiveness at the end of each school year. The assessment tool will provoke the Board of Trustees to evaluate their performance in the following areas: member participation and fulfillment of duties, attainment of organizational goals, transparency and communication with other stakeholders, and alignment of initiatives to the mission and vision of the school. The Board will also assess the skill sets of its collective members to determine if any weaknesses need to be filled in. From this evaluation, the Board of Trustees will create strategic goals for themselves as a body as well as goals for WHIN as a whole.

School Accreditation: As part of the requirements of a public school, regular school accreditation and evaluation will take place. Our school will comply with all requirements of the DOE and SED. A School Designer will work with us to implement school-wide structural and systematic improvements based upon student assessment data and other forms of feedback.

III. E. Professional Development

To develop a professional learning community⁷⁷ that will focus on ensuring high-quality instruction, our annual calendar and daily schedule will offer continual, scaffolded support for teachers, geared towards meeting the needs of all students. Our educators and administrators will regularly consult on progress, as determined by qualitative peer feedback and quantitative data gathering, and share best practices for improving staff techniques and outcomes. Below are the components of the professional development program:

Professional Development Structures

Summer Teacher Retreat: Every summer, administrators, teachers, and staff will meet to set annual goals, build a sense of community among staff, and train teachers in key curriculum areas. During this three week retreat the Leadership Team will lead the faculty and staff in activities/workshops focused on school mission and vision, school culture, co-teaching, Expeditionary Learning, assessment systems, LTM, El Sistema, instruction, Responsive Classroom,

⁷⁷ Eaker, R., DuFour, R., & DuFour, R. (2002). Getting started: Reculturing schools to become professional learning communities. Bloomington, IN: National Educational Service.

and Effective Teaching Strategies for ELL and SPED students to ensure an inclusive learning environment. Teachers will also work in looping teams (K-1, 2-3, 4-5) to analyze and understand the curricular trajectory for WHIN students prior to cohort transitions.

Professional Learning Communities: Enhanced teaching and learning is the foundation of our professional development plan and will be conducted in a Personal Learning Community (PLC)⁷⁸ style. As mandated by state requirements all teaching staff holding a Professional certificate will complete 175 hours of Professional Development (PD) every five years (35 hours per year). Based on the outcomes of every teacher's yearly review, including monthly observations, they, along with the DCI, will select **at least two PLC's** to complete during the school year. Each of the selected PLC's will be directly connected to what areas each teacher needs the most development. Examples of this could include:

Teacher A: Yearly review shows he/she is 'highly effective' in curriculum planning and using data to drive instruction but is 'developing' in student management. Therefore, Teacher A will be in the Student Management PLC as well as another of his/her choosing.

Teacher B: Yearly review shows he/she is 'highly effective' in Student Management but is 'developing' in using data to drive instruction as well incorporating El Sistema teaching pedagogy in the classroom. Therefore, Teacher B will be in the Using Data to Drive Instruction PLC, the El Sistema Pedagogy PLC, as well as a third of his/her choosing if they desire.

Each PLC will consist of **17.5** hours per academic year of targeted professional development conducted by high-quality internal and external partners with proven success. Each teacher is required to select two PLC's (35 hours total) and can join up to three.

Friday PD days: Every Friday there will be 2.5 hours of whole staff professional development, including a weekly staff meeting to discuss subjects that concern the entire school community followed by grade-level breakout planning sessions with instructional coaches and support providers. Following these sessions, staff members will engage in various PD activities as per their pre-determined PLC which may include, but are not limited to the following:

Using student data to drive instruction	El Sistema Pedagogy
Student Management Techniques	Learning Through Music
Curriculum and assessment planning	Expeditionary Learning
Responsive Classroom	Differentiated instruction

Daily Preparation Periods: Teachers will have 2 hours of planning time Mondays through Thursdays and 1 hour on Fridays, totaling 9 hours per week. There will be two types of preparation periods: **Common Prep Time:** five times a week for co-teaching and planning (at least once with an instructional coach), once a week for IDT or CST meetings (in alternating weeks), and once a week for looping team meetings. **Individual Prep Time:** Two hours. One hour to be used at the individual's discretion and another hour to work on a professional learning group topic.

Opportunities for Individual Growth: To constantly reflect on and improve their teaching, our teachers will meet at the beginning of the year with the DCI to identify their individual goals and chose his/her Professional Learning Community for the year.

Opportunities for Team Growth: The founding team believes that our school model has amazing potential to create high-level integration of music and core academic content through LTM. Having carefully studied Conservatory Lab Charter School's model for this integration, WHIN sees the

⁷⁸ Eaker, R., DuFour, R., & DuFour, R. (2002). *Getting started: Reculturing schools to become professional learning communities*. Bloomington, IN: National Educational Service.

collaboration between academic core teachers and El Sistema teaching artists as mutually beneficial. Professional learning communities will offer opportunities to foster this high-level integration of music and core academic content (LTM) by gathering resources for and among participants, setting goals, mapping benchmarks, and engaging in activities to practice LTM lessons and skills.

Opportunities for Leadership Growth: The WHIN Leadership Team will create a professional learning group focused on leadership topics. The group will meet biweekly to participate in discussions and school wide problem-solving sessions. The group members will support each other and work with board members in setting professional learning and leadership goals.

PD Program Evaluation: In accordance with our school culture of enhanced teaching and learning, our PD sessions will be evaluated by measuring educational results against the school mission. Teachers and staff will participate in two annual surveys of PD programs at WHIN (one in the middle of the year and the other at the end of the year) to provide feedback, suggestions, and concerns to improve the PD program.

III. F. Facilities

While WHIN has not finalized a site for the school, we have been actively looking into a location that can accommodate the needs of our students and the requirements of our unique educational program. These are different options the founding team is looking into to secure space:

- 1) As part of our application WHIN has requested public space in CSD 6. The New York School Construction Authority's Enrollment, Capacity, and Utilization Report revealed that as of the 2013-2014 school year, CSD 6 had several school buildings under capacity, including I.S. 52 - M (currently at 61% capacity with 337 available seats, which is greater than our student body at full capacity: 324). WHIN is aware that under-utilization rates alone do not necessarily indicate whether a new school can appropriately co-locate. WHIN met with CSD 6 Superintendent Manuel Ramirez to discuss our plan and ask for guidance in facilitating as smooth a co-location process as possible.
- 2) We are also actively looking into private space options. WHIN had a meeting with Maureen Coughlin and James Clarke, who work in the Division of Charter School Facilities for IGUA Group, Inc. and who have successfully located two other charter schools in CSD 6. We have inquired into the availability of affordable spaces throughout CSD 6, and there is at least one potential space that would allow us not only to incubate, but grow to mature capacity.
- 3) Community leader Juan Ignacio Rosa, a strong supporter of our school initiative (see attachment 2), is helping us secure a private space that would meet our requirements. He has found the Convent Baptist Church Administrative Building on 145th Street, a space that has been vacated and is available for rent. Broadway Temple on 175th Street and Broadway is another alternative as a private space that has been used in the past as an incubator for charter and district schools. At full capacity of 324 students, and in alignment with the NYC DOE Footprints School Program for assessment of DOE buildings, our facility needs, based on our program, are anticipated as follows:

Capacity Generating Instructional Rooms:

(The expectation is that these rooms will be programmed for use throughout the day)

- *12 classrooms* (2 sections per grade) at 750 sq. ft. each - *totaling 9,000 SF*

Non-Capacity Generating Instructional Rooms:

(The expectation is that these rooms will be used for the music and the movement classes, pull-out services, small group instruction, etc.)

- *5 music rooms* with storage (one room per grade) at 1,300 sq. ft. each - *totaling 6,500 SF*
- *1 movement room* at *1,300 SF*
- *1 art room* at *750 SF*
- *2 resource rooms:* occupational and physical therapy at 500 sq. ft. each - *totaling 1,000 SF.*

- *4 resource rooms: speech therapy, therapeutic playroom and the school psychologists at 400 sq. ft. each - totaling 1,600 SF to ensure that students’ special education needs are being met.*

Non-Instructional Rooms:

(the expectation is that these rooms will be used for administrative functions)

Administrative Services

- *Equivalent of 3 large classrooms: main office, ED’s office, DCIs’ offices, DoO’s office, Deans’ offices, teachers’ workroom - totaling 2,400 SF*

Student Support Services

- *Equivalent of 2 classrooms: parent coordinator office, Parent’s Association, records office, family room - totaling 1,000 SF*

Community Spaces

- *3 large spaces: auditorium, gym and cafeteria - totaling approximately 5,000 SF*
- *3 smaller spaces: bathroom, storage, misc., - totaling 2,500 SF*

Totaling approximately 32,000 SF

When looking for a private space to locate our school, WHIN is taking into account the current facility funding provisions, which provide funds equivalent to 20% of the current year per pupil funding rate multiplied by the number of students, not to exceed the amount of the lease, should it be less than the former total. Based on the Charter School Facilities’ estimate, the rental fees in CSD 6 for a new or refurbished building are in the range of \$30-\$38 sq. ft. or for a closed catholic school, likely in need of repair, in the range of \$22-\$25.

In our first year of enrollment, and based on our enrollment target (108 students) WHIN anticipates \$302,400 necessary to cover the cost of a private space. This stipend will allow us to find a space that meets our space target for the first year (around 10,000 SF) at a rate of \$30 / sq. ft. Each consecutive year, WHIN anticipates adding around 5,000-7,000 SF to meet the growth of our student population, which at the \$30/SF rate is almost entirely covered by the city stipend. In our first year, WHIN will allocate \$20,000 for potential repairs to properly set the private space for school use.

WHIN will work closely with CSBM to adopt sustainable and fiscally solvent practices with regards to facilities. WHIN recognizes the importance of respecting other members of our co-located space while implementing such practices.

III. G. Insurance

Based on proposals from the Charter School Business Management team, which has worked extensively with brokers who have experience with NYS charter schools, WHIN expects to obtain the following types of insurance coverage:

Coverage	Limit
General Liability	\$1,000,000/occurrence, \$3,000,000 aggregate
Workers’ Compensation	Statutory Limits under NY laws
Employee Benefits Liability	\$1,000,000
Automobile/Bus Liability	\$1,000,000
Umbrella Liability	\$5,000,000/ occurrence, \$5,00,000 aggregate
Employment Practices Liability	\$1,000,000

Educators' Legal Liability	\$1,000,000
Directors & Officers	\$1,000,000
Sexual Misconduct Liability	\$1,000,000/occurrence; \$2,000,000 aggregate
Crime / Fidelity Coverage (Bonds)	\$500,000 - \$750,000
Student Accident Coverage	\$25,000
Catastrophic Student Accident Coverage	\$1,000,000 - \$5,000,000

Note: This is an estimate and it is subject to completed applications and underwriting review.

During the pre-operational year, WHIN will coordinate with CSBM to obtain multiple quotes for the abovementioned coverage, and select the most reasonable option based on coverage and cost. The school plans to obtain Directors and Officers coverage for our Board of Trustees and staff as soon as possible during the pre-opening year. The school's budget assumes an annual average cost of approximately \$34,000 in years 1-5 for insurance.

III. H. Health, Food, and Transportation Services

Healthy Food Program: WHIN believes that a healthy school food plan will positively contribute to the well-being of our students, which will have a direct impact on their academic performance. WHIN will provide a healthy and sustainable nutrition plan throughout the school day. WHIN expects to have at least 75% of our student population qualifying for free and reduced lunch, a population that usually doesn't have access to high-quality nutrition. For this reason, it is very important for us to provide access to a healthy and balanced diet. WHIN intends to contract with NYCDOE school food services to provide breakfast and lunch. All students who enroll will complete the School Meals Application (www.applyforlunch.com), required for participation in the federal programs for free and reduced breakfast and lunch. To facilitate all parents' ability to fill out this online application, WHIN will make computers available, encourage them to complete it, and guide them through the process, if necessary, at the time of student registration. While all students will have access to the school lunch program, which will provide them with breakfast, lunch, and a healthy snack on a daily basis, families of students who do not qualify for free lunch will be billed for their lunches on a monthly basis. A portion of our budget will be allocated to cover the expenses of those students who do not qualify for free or reduced lunch, but need a school meal and have not paid any outstanding lunch or breakfast fee. This will ensure that they will continue to receive a lunch and/or breakfast each day despite any fees outstanding. In order to set an example for our students and contribute to the healthy and well-balanced lifestyle we want to promote at WHIN School, teachers and students who bring their own lunch to school should comply with the healthy lunch requirements.

Health: If WHIN is co-located in an existing school building, as requested, WHIN will contract with the school nurse on site. The nurse will treat children who are sick or injured, maintain students' records and supervise the disbursement of medication, and maintain accurate correspondence with students' families. If WHIN secures a private facility, and has at least one student with an IEP or 504 requiring a nurse, WHIN will apply to the NYC Department of Health and Mental Hygiene (DHMH) and the DOE to provide a full-time nurse at no cost to WHIN. If this is not the case, WHIN will contract with a school nurse to ensure that our school complies with §2853(4)(a) and §912 of the Education Law, and that WHIN provides high-quality care. If the nurse is not onsite, these responsibilities will be directed to the DoO. All visits to the nurse, including the reason for and treatment during, will be documented in each child's file. Parents will be expected to

provide a minimum of three emergency contacts to be used in the event their child becomes ill or injured while at school. At least two staff members will be trained in cardiopulmonary resuscitation (CPR) and the use of automated external defibrillator (AED) equipment. The DoO will coordinate the vision and hearing screenings with the DHMH. At the Summer Teacher Retreat all staff will receive training regarding our school health policies and procedures, including policies on the storage and administration of students' medications, first aid provisions, and protocols for health emergencies.

Immunizations. WHIN will ensure that all new students adhere to New York State requirements for immunization before they attend. Parents or guardians must provide documentation that their child has received all required doses of vaccines or at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Required immunizations include: Diphtheria, Tetanus, Pertussis (DTaP, DTP, Tdap: 3 doses); Polio (IPV, OPV: 3 doses; Measles/Mumps/Rubella); MMR (2 doses of measles containing vaccine and 1 dose each of Mumps and Rubella); Hepatitis B (3 doses); Varicella (1 dose). Parents or guardians may waive immunization in accordance with Public Health Law, and exemptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs contrary to such immunizations.

Transportation: In compliance with Education Law Section 3635, the DoO will coordinate with the DOE Office of Pupil Transportation (OPT) to access busing and/or Metrocards. He/She will be responsible for submitting forms to the DOE-OPT and determining bus routes and stops for eligible students. WHIN expects that many of our students will live within walking distance, yet WHIN will also provide yellow bus transportation or student Metrocards to the following students: students in grades K-2 who live more than 1/2 mile from the school, students in grades 3-5 who live more than 1 mile from the school, students who have door to door bus service as stipulated by their IEP. For those students who have door-to-door bus service as stipulated by their IEP, WHIN will work in conjunction with the Committee on Special Education (CSE) to fulfill transportation mandates in a cost-effective manner. For those students who do not qualify for yellow bus service or a student MetroCard, their families will be responsible for organizing their own transportation to and from school each day. Since our school calendar varies slightly from the NYCDOE calendar, and in the event that WHIN is in session while the DOE is not, WHIN will work with OPT to provide transportation to eligible students or make alternate arrangements for transportation.

III. I. Family and Community Involvement

In addition to being an essential element in the education of every child, music also fosters strong family and community ties. These bonds are in and of themselves important cornerstones of all children's educations. Given our experience with the WHIN Music Project, WHIN has a head start in community and family engagement.

Family Involvement: The WHIN Staff will make families an essential, valued part of the school community, and we'll use the following structures and practices to build lasting partnerships:

Regular communication: The WHIN School will communicate regularly with parents at three different levels: (a) Individual: teachers will reach out to parents via informal in-person or phone chats to update them on their child's individual progress; (b) Classroom: teachers will keep families informed about the progress of their child's classroom via weekly newsletters and updates, and the DCIs will also send parents three formal, standards-based narrative reports; (c) School: the Executive Director will deliver periodic updates about the school at community events, concerts,

and via email. Whenever necessary, communications will be bilingual to make sure parents can clearly communicate with the school's staff.

Parent Workshops: Following a practice that has proven very successful in the WHIN Music Project, the WHIN School will offer ten Parent Workshops (usually the third Thursday of the month from October through May) per year in which the school's staff, or a guest, will provide both theoretical and practical tools for parents to have an active role in their child's education.

Parent Database: To make sure that all parents can actively engage and volunteer in a variety of school functions according to their particular interests and availability, all parents/guardians will be asked to fill out a survey in which they identify their skills, availability, and interests.

Parent Organization: For those parents interested in becoming more involved in the school's operations, WHIN will provide logistical support to develop a well-functioning parent organization. Furthermore, while this organization will be independently from the School leadership, there will be constant communication to make sure that their mission is aligned with the school's mission and mutual help and support can be provided.

Community Involvement: WHIN intends to become rooted in its community by continuing to develop productive relationships with community organizations and individuals. These are some of the ways in which WHIN will develop and maintain strong ties with its community:

Open House Day: Students are first and foremost members of their communities. Therefore, an understanding of their community and environment will help them find their respective niches. With this goal in mind, WHIN will host an Open House Day, inviting members of the community to educate our students about specific topics, including the valuable cultural opportunities in the community, as well as provide career and higher education perspectives from city and community professionals, tradespeople, civic and public service leaders, business owners, academicians, community activists, non-profit and cultural leaders, and many more.

Collaborative Model: WHIN intends to strengthen the network of early childhood and elementary school education organizations in CSD 6 by providing workshops featuring our staff, their staffs, and guest clinicians. Towards the same end, WHIN will also orchestrate greater community educational events, such as panels and open forums for wide audiences. WHIN will form partnerships with early childhood, preschool and daycare programs to build a network of support in which WHIN can share best practices, offer solutions, and discuss how to overcome the challenges we will all encounter.

El Sistema Music Education Think-Tank: WHIN plans to expand on the ecosystem of music instruction we have developed in the community since 2012 (early childhood music programs, after-school programs, weekend orchestral programs and school residencies) by sharing our experiences in music education with other schools, teaching artists, music teachers, and educational organizations in the community. These planned activities will include regular visits from other music educators, panels, and teacher development workshops.

Community Performances/Events: WHIN will host five performances per year to which all community members are invited. WHIN will design these opportunities after we receive our school's placement, so we can best tailor the events to an inclusive audience. Following the El Sistema model, our students will also hold some of these performances throughout the community, at venues such as the Isabella Geriatric Center, the Morris-Jamel Mansion, and others. Performances provide a natural and fun way for students to develop their socio-emotional skills as well as a strong sense of community belonging and service.

Potential Partnerships:

Partnerships for the Arts and Parks: CSD 6 has many prominent cultural organizations such as The Cloisters, the Hispanic Society for Arts and Letters, and The Shabbazz Center, as well as many

parks and open spaces in which our students can develop a strong sense of cultural and environmental responsibility, and participate in engaging opportunities. Furthermore, for the past years WHIN Music Project has forged collaborations and partnerships with many of these organizations, which can play an essential part of our students' academic and personal development.

Partnerships with Neighboring Schools: Based on our strong belief in the multi-disciplinary use of music within the academic curriculum, and as a continuation of the work we have done with WHIN Music Project, WHIN is fully committed to making every effort to share the successful practices and create PD partnerships with neighboring schools in the community. To this end, we have already visited and met with the principal of PS 513 Castle Bridge School, who was very receptive of our school model and how it would positively influence the community.

III. J. Fiscal Management

Financial Systems: During the first five years of operations, WHIN intends to contract with Charter School Business Management, Inc. (CSBM) for business management. CSBM has extensive experience in systems for financial management of charter schools, and will professionally train WHIN staff in systems for accounting, student and staff records, payroll, tracking student meals, enrollment and attendance, eligibility for free and reduced-price lunch, and special education and ELL services to ensure accurate billing and reimbursements.

Annual Report and Independent Audit: During the first three years of operation the DoO manages the annual and daily financial operations of the school and is responsible to ensure that timely and accurate financial statements are prepared for the end of the fiscal year on June 30th. In Year 4, the DoF will be hired and take on these responsibilities. Each summer, the Board will engage an outside certified public accountant (CPA) with experience in charter schools to ensure that the school's financial records adhere to Generally Accepted Accounting Practices. The CPA will conduct an annual financial audit in accordance with applicable accepted accounting standards that will cover all financial reports required by NYSED, including a statement of financial position, a statement of cash flows, a statement of activities, and a schedule of expenses. The Finance Committee will review this audit and the Board will meet with the auditor independently from the school staff in order to monitor efforts by school leaders to address any deficiencies. Afterwards, the Finance Committee and the Board will discuss the results with school leaders and present the results at a publicized board meeting to be posted on the school's website.

Financial Control: WHIN's management policies and procedures will ensure fiscal responsibility and appropriate management of the school's revenues and expenditures. The Board will ensure that the budget supports WHIN's work to achieve its mission and educational priorities and that its financial management plan thoroughly accounts for all aspects of the school operations and expenses. WHIN will consult with CSBM, the New York Charter School Center (pro bono), and other parties to obtain guidance on procedures including Board support, quality reviews, and back-office consultation. The Board Finance committee will be responsible for preparing annual operating and capital budgets, reviewing monthly reports, assisting the DoO in the preparation of annual financial reports as required by law, preparing procedures to be performed in an audit, reviewing reports, acting as liaison regarding financial matters, and providing advice on financial matters to the Board for review and approval. The DoO (Years 1-3) and the DoF (Years 4-5) will be responsible for the school's financial management under the direction of the ED and the oversight of the Board. They will work closely with the ED and CSBM to prepare the school's annual budget, which will be evaluated by the Board prior to approval. The ED, DoO, DoF and DCIs will review expenses regularly to ensure that spending remains consistent with the budget, and the ED will provide monthly updates to the Board.

Procurement: Board Chair approval is required to open a bank account. The ED, the DoO, the DoF, the DCIs, and two members of the Board will be authorized check signers, and two signatures will be required for transactions greater than \$5,000. The DoO (Years 1-3) and DoF (from Year 4 on) will oversee WHIN's procurement practices. They must approve all school-related purchases up to \$200. And they also must approve with the ED if expenditures exceed \$200.

Cash Management: After Board approval, the ED may establish credit lines and borrowing limits if needed based on annual audits, financial statements, and cash flow projections. The Finance Committee will advise the Board if these are adequate decisions to meet the needs of the school.

Tracking Enrollment and Eligibility: After professional training and supervision from CSBM, the DoO will be responsible for tracking eligibility for enrollment, for free and reduced priced lunch, special education services, and other services for special populations of students. The DoO will also be responsible for tracking student enrollment and attendance, Title I eligibility, and SWD and ELL enrollment as it relates to state and federal entitlements and other grants. The DoO will track the eligibility of each student from the student recruitment phase, during registration, and throughout the school year, while ensuring that student data is secure and protected. She or he will also be responsible for tracking all support provided through federal entitlements and other grants.

III. K. Budget and Cash Flow

Based on the experiences of other operating charter schools and advice from CSBM, WHIN has prepared a realistic budget and financial plan to support the school's mission, academic objectives and the overall development of WHIN. Our revenue estimates are based on 100% of our target enrollment in our first year (see Section I.C.). Given its experience and ongoing engagement with the community in CSD 6, WHIN's founding team is confident that WHIN will have attrition rates less than or equal to those of other high performing charter schools (5%). WHIN also intends to backfill all of our seats in every grade. If WHIN is unable to meet these goals, WHIN will adjust our hiring plans in order to ensure and maintain our commitment to the financial security of the school. WHIN has a conservative fiscal plan in which the per-pupil rate (PPR) of \$14,027 is held constant over five years. Our fundraising goals are modest (starting with \$30,000 for the pre-opening, \$50,000 in Year 1 and increasing annual fundraising goals by \$5,000 each year to reach a goal of \$70,000 by Year 5) considering some board members' fundraising expertise in raising millions of dollars. Additionally, while CSP grant funding only accounts for a base amount of \$500,000 over the planning period and first two implementation years of the school's first charter term (pre-opening and Year 1), WHIN's educational program meets at least one of CSP program design qualities, which is serving students from a low-achieving district, and is thus eligible to receive the \$750,000 enhanced CSP funding level. Our budget has cushions for unexpected circumstances: for example, while our budget projects enrollment of SWD at 12% for the first year, WHIN has provisioned to have enough teachers to serve the district's percentage of students (17%). Finally, the ELT's salaries will start on the lower side in comparison with those of other charter school leaders in New York City. Their annual salaries will increase during the first five years of operation to bring their salaries more in line with the standard practice.

Pre-Opening

Revenues: WHIN has assumed revenues of \$180,000 from the first year of CSP funding and \$30,000 through fundraising.

Expenditure: WHIN's main pre-opening expenses consist of paying for the Executive Leadership Team's salaries. The ED will start in December 2015, the DoO (who will work to establish the operational practices during the first months in the pre-opening plan) in February 2016 and the DCI (who will work to recruit teachers, to research, secure and, develop curricular resources and to

coordinate and plan the Summer Teacher Retreat, among other things) in April 2016. ELT' Pre-Opening salaries and benefits will start low in order to help make more funding available to implement the school plan. Other expenses include financial start-up support from CSBM, office furniture and supplies, network services, and expenses related to teacher and student recruitment. **Cash Flow:** WHIN anticipates a positive cash balance for all months. Should the CSP grant arrive after February 2016, the founding team has planned to secure external fundraising in December and have also begun seeking no or low interest loan commitments as a contingency to cover any budget gaps. WHIN will also work closely with CSBM, who will offer their financial expertise and experience.

Year 1 Budget

Revenues: 61% of revenue is from per-pupil funding for general and special education students. WHIN does not expect to receive NYC-DYCD and IDEA funding until late Spring 2016. In compliance with state enrollment targets in CSD 6, SWD comprise 12% of our student population, and 89% of our school population are eligible for FRPL. WHIN anticipates receiving \$320,000 in CSP funding.

Expenditures: 66% of expenditures go towards personnel costs (28% for administration, 36% for instructional personnel, and 2% for non-instructional personnel); 6% for contracted services; 16% for school operations and 12% for facility operations if co-located. Our budget reflects a competitive teacher salary at \$65,000 per year, in accordance to the NYCDOE teacher pay scale for teachers with 4-7 years of experience.

Cash Flow: Most start-up costs (supplies, furniture and others) are incurred early in the school year while salaries are distributed across evenly during the year. WHIN expect 6 months with a positive cash balance (without asset depreciation) ending Year 1 with a positive balance. In case WHIN is unable to defer revenue from the Per Pupil Rate, Title and/or CSP grant(s), WHIN has already consulted with CSBM in order to be strategic with payment terms with vendors and drawdowns with CSP and Title. If necessary, WHIN will look for viable options, such as securing a short-term bridge loan or looking for additional sources of potential funding.

5-Year Budget

Revenues: WHIN expects an increase in the number of SWD and FRPL students as WHIN grows (SWD from 12% in Year 1 to 17% in Year 4, FRL from 89% to 93% in Year 5), increasing our SPED/FRPL funding. WHIN projects a modest increase of \$5,000 per year in our fundraising efforts.

Expenditures: Salaries will generally increase by 4% each year unless economic conditions require a change to this practice. In Year 3, WHIN will hire a second Director of Curriculum and Instruction. In Year 4, a Director of Finance and an Executive Assistant will be added to the staff. \$25,000 is set aside in each of the first three years to establish an escrow account for dissolution.

Charter School Program (CSP) Grant: Our budget assumes \$500,000 in CSP funding, although WHIN will be eligible for the entire \$750,000 because our educational program will serve students from a low-achieving district. WHIN can also meet the following priorities: (1) achieving enrollment targets of SWD, ELLs, and FRPL students (see I.D.); (2) raising the achievement of ELLs; and (3) raising the SWD achievement.

III. L. Pre-Opening Plan

Domain	Task	Start	End	Responsibility
Recruitment	Recruit DCI and DoO	12/16	3/17	ED, SC

Governance	Appoint Board officers, finalize board calendar	12/16	12/16	BoT
Governance	1st Board meeting, ratify by-laws and Code of Ethics, obtain insurance for BoT, file IRS form SS-4, apply for unemployment number	1/17	1/17	BoT
Finance	Approve fiscal policies and procedures	1/17	5/17	BoT
Operations	Sign up for admin. access to NYSED TEACH system	2/17	2/17	DoO
Finance	Contract with CSBM for financial services	2/17	2/17	BoT, ED, DoO
Business	Obtain 501(c)3 status and establish bank account	2/17	5/17	BoT, ED
Recruitment	Student recruitment - application form in different languages: online, info sessions, door-to-door marketing, community outreach	1/17	4/17	ED, DoO
Staffing	Hiring Committee will recruit school staff: finalize job descriptions, post positions, screen and interview, check references	1/17	5/17	ELT
Facility	Secure facility, establish timeline, ensure improvements/repairs are made	1/17	6/17	BoT, ED, DoO
Staffing	Hire school staff: salaries and offer letters	2/17	6/17	ED, DoO, DCI
Business	Select/administer school-wide insurance policies	2/17	4/17	BoT, DoO
Academic	Research, secure, and develop curricular resources	3/17	6/17	ED, DCI
Operations	Develop/distribute staff and student handbook & personnel policies	3/17	5/17	BoT, ELT
Academic	Coordinate and plan Summer Teacher Retreat	3/17	6/17	ELT, DoM
Technology	Select technology infrastructure	3/17	6/17	ELT
Facility	Purchase and assemble furniture	3/17	6/17	ED, DoO
Academic	Contract and secure curriculum resources and assessments	3/17	6/17	ED, DCI
Facility	Test wireless internet, phone lines, phone system, and fax machine	4/17	6/17	DoO
Recruitment	Hold public lottery	4/17	4/17	ELT
Operations/ Academic	Post-lottery review to admit students eligible to meet CSD 6 Enrollment Targets, inform parents	4/17	4/17	ELT
Operations	Obtain student records, permission from parents, finalize distribute school calendar	4/17	4/17	ELT
Finance	Approve budget for FY16-17	4/17	4/17	BoT
Operations	Secure school meals, nursing, custodial contractors and transportation - File all student enrollment forms as required by law	4/17	5/17	DoO
Academic	Draft, send, and collect signed hire letters for all staff with support of pro bono Attorney	4/17	5/17	DoO
PD	Prepare Summer Teacher Retreat	4/17	5/17	ELT

Operations	Select/administer staff benefits	4/17	8/17	DoO
Operations	Collect enrollment forms and documentation	4/17	5/17	ED, DoO
Academic	Conduct open house for accepted students	5/17	8/17	ELT, DSP, DoM
Operations	Secure IEPs and students records/Secure insurance policies	4/17	6/17	DoO
HR	Complete fingerprinting and background checks	5/17	6/17	DoO
Academic	Contract with Related Service Providers	6/17	8/17	DoO, DSP
Facility	Obtain Certificate of Occupancy, finalize facility preparation	6/17	7/17	DoO
Operations	Develop healthy/safety handbook, secure first aid resources: train staff	6/17	8/17	DoO
Academic	Finalize annual school goals	6/17	7/17	BoT, ELT
Operations	Complete School Safety and Operations Manuals	7/17	7/17	DoO
Governance	Vote on Financial Policies and Procedures, HR Manual, School Safety Manual, Operations Manual	7/17	7/17	BoT
Finance	Complete initial statement of financial controls	7/17	7/17	BoT, ED, DoO
PD	Train staff on financial, operational, HR, and safety procedures	7/17	8/17	DoO
Academic	Lead Staff Summer Teacher Training and Retreat	8/17	8/17	ELT

BoT= Board of Trustees, SC=Special Committee, ED=Executive Director, DoO=Director of Operations, DCI=Director of Curriculum and Instruction, ELT=Executive Leadership Team, DoM=Dean of Music, DSP=Dean of Special Programs, SP=School Psychologist.

III. M. Dissolution Plan

The dissolution plan’s purpose is to help students and families transition to another school as smoothly as possible while complying fully with NYS Education Law §219 and §220. The Closure Committee (formed by the Board with one trustee, the ED and another member of the Executive Leadership Team: DoO or DoF) will oversee the operational, financial, and day-to-day responsibilities for the closing of the school. This is the proposed timeline for the dissolution plan after the adoption of the closure plan by the Board: **1) 0-7 days:** notify employees and the parents and legal guardians of enrolled students; **2) 0-15 days:** have at least one meeting for all parents and legal guardians of enrolled students to provide information about the dissolution and about the students’ options for other schools in the area; notify benefit providers; **3) 0-21 days:** work closely with the DOE to develop and implement a dissolution plan that will transfer student records, including IEPs, health and immunization records, attendance records, and report cards to the district; **4) 0-28 days:** parents and legal guardians of enrolled students will be notified of the transfer of such records and they will also receive copies of their child’s records. WHIN will create a dissolution escrow fund of \$75,000 over the first three years of operation to pay for related legal and audit expenses in case of dissolution. WHIN’s assets will be applied to pay the school’s debt while the remaining assets (if any) will be transferred to the NYCDOE.⁷⁹

⁷⁹ In accordance with NYS Education Law §220.